LESSONS IN ENGLISH

BOOK ONE

SCOTT-SOUTHWORTH

BEN J. H. SANBORN & CO.

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LESSONS IN ENGLISH

BOOK ONE

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BENJ. H. SANBORN & CO.

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PREFACE

THIS series of "**Lessons in English**" comprises two books. BOOK I, intended to be used within the third, fourth, fifth, and sixth grades, covers either two or three years, according to the amount of time allowed for language work, the age of the pupils, and their previous training.

BOOK II contains a systematic course in grammar and a series of lessons in composition. It amply provides for the English work of the three higher grammar grades.

In the preparation of BOOK I the design has been —

(1) To create a liking for good literature by presenting worthy selections to be read, studied, copied, and learned.

(2) To help children to talk and write more freely about the many things that they see or know. Suggestive questions have been asked, in order to stimulate thought, to develop clear ideas, and to enable the learner to report more readily, both orally and in writing, what he has discovered. Provision has been made for a great amount of practice in talking and writing. Pains have been taken also to give life, point, and interest to the exercises in composition by varying the method of presentation, and particularly by providing a definite reader or hearer to whom the pupil may address himself.

(3) To make children more and more observing — especially in the field of natural science — adding to their knowledge, and leading them to find out for themselves. Many illustrations are set before the children for descriptive and imaginative writing, and help is given in the form of leading questions.

(4) To make correct expression habitual, by calling for frequent repetition of the right forms, and by constantly suppressing the wrong.

(5) To secure the use of correct written forms by giving models for imitation, and by leading up to simple rules for the use of capitals, punctuation-marks, and word-forms, with examples and much work for practice.

(6) To give some acquaintance with the elementary principles of grammar.

In BOOK II the aim has been —

(1) To place before the student an orderly and intelligible statement of the principles that determine the structure of words and sentences, and at the same time to furnish exercises for practice in the application of those principles.

(2) To continue upon a higher plane the work in composition pursued in the lower grades.

Part I deals somewhat at length with the sentence as the structural unit in the use of language, because a knowledge of its elements and their relation one to another must logically precede any detailed study of words and their forms. The parts of speech are briefly treated in this connection to give an intelligent idea of the composition and character of the elements of sentences, as well as to show that classification and inflection depend upon use.

Part II presents the parts of speech with considerable fullness of detail in their classes, inflection, and syntax. Teachers will, of course, discriminate between what is to be learned and what is given only for reference. Attention is called to the treatment of case; to the unusually full presentation of infinitives and participles; to the tabulated summaries at the close of chapters for purposes of review; and to standard literary selections for study.

Throughout the grammar, sentences for illustration and study are given in abundance. That the student may learn that the rules that govern form, structure, and good usage are general in their application, they have been intentionally drawn both from literature and from the language of ordinary intercourse.

Part III is a systematic course in composition. It is not intended to be merely an addendum to the grammar, nor a series of talks about rhetoric. It provides for continuous and progressive practice in those kinds of writing and speaking which are most suitable for children at this stage of their school life.

Though both composition and grammar contribute in greater or less degree to the same end — the ability to use language intelligently and efficiently — yet they differ essentially in their character and method of treatment. For this reason, in the arrangement of the book no attempt has been made to intermingle exercises in composition with work in grammar. The lessons have been so framed, however, that they may either be assigned in connection with Parts I and II or may be used as an independent course.

In both composition and grammar special emphasis has been laid on the choice of the proper word. The tendency towards freedom, if not looseness, in the use of forms, and the disposition to ignore certain well-established rules on the part of latter-day writers and speakers, have been discouraged by pretty close adherence to the usage of those who are striving to maintain the highest standards.

Although these books contain much that is new and unhackneyed, they are not untried. The material which they contain has been tested in many schools under widely different conditions, and has been found workable. These "Lessons in English" do not come before the school public, therefore, as

strangers knocking at the door and waiting to be introduced; they appear rather as familiar friends renewing old acquaintance and seeking a wider recognition in a circle where they have already made their standing good.

The authors are indebted to the following publishers and authors for permission to use copyrighted material: To Miss Margaret Lee Ashley, and Harper and Brothers for the poem "The Wind," which originally appeared in Harper's Magazine; to Harper and Brothers for the illustration *Weapons and Utensils of the Cliff Men;* to Charles Scribner's Sons for the excerpt from J. G. Holland's "Babyhood"; to the Cyrus T. Clark Co., Decorators, for the illustration *An Interesting Subject;* to Houghton, Mifflin & Co. for selections from J. T. Trowbridge's "Midsummer" and "Midwinter"; to the Whitaker & Ray Company for Joaquin Miller's "Columbus"; to Mr. James Whitcomb Riley and the Bobbs-Merrill Company for "The Prayer Perfect"; to the Lothrop, Lee & Shepard Co. and William H. Hayne for a selection from Paul Hamilton Hayne's "Will and I"; to Mr. A. W. Mumford for permission to reproduce the picture of the Baltimore Oriole's Nest; to the Youth's Companion for the illustration *The Pony.* The authors are also under obligation to many teachers and school officials who have kindly read the proofs and made valuable suggestions.

F. N. S.
G. A. S.

JANUARY, 1906.

TO TEACHERS

THESE books presuppose a wise and capable teacher who will use them with the attainments and needs of her pupils in mind, omitting here and supplementing there according to varying conditions.

Too many teachers think of a text-book as a kind of machine-gun, built to fire with deadly precision so many loads a minute. This is a vicious error. A text-book should be the teacher's friend, guide, and helper. It may be a powerful aid and resource; it can never take the place of the teacher's personal enthusiasm, sympathy, and stimulus.

In these books teachers will find a great variety of material which they can use in accordance with their best judgment. Exercises are given for copying, for dictation, for reproduction of what has been learned, or read, or heard; for picture study and description; for letter-writing; for recording the results of observation and experience; for the use of words and their synonyms; for practice in the use of correct forms. Selections from the best literature are given to be studied and learned, and to furnish suggestions for kindred work from the school readers; ample provision is made for the correlation of nature work with language; and the elements of grammar are inductively presented.

The lessons are not of uniform length; they are graded, and those of a kind are arranged accordingly; but, in general, they are not dependent consecutively one upon another. The order

of them, therefore, may often be changed at discretion; some may be omitted, some divided; others may be amplified and dwelt upon.

The inductive method has been followed throughout. A right use of the suggestive questions will lead to habits of thought, observation, and investigation along given lines. Other questions may be added, but the direct imparting of information will not often be necessary.

Oral lessons should precede and outnumber written lessons. Each exercise should be the subject of conversation and study before any attempt is made to write it.

An especial effort should be made by the teacher to see that the child's thought is clear and distinct in his own mind. The first thoughts of children are, and perhaps ought to be, more or less hazy. It is the business of the teacher in English to dissipate the fog, to disentangle confused ideas, to induce habits of clear and orderly thinking. Much can be accomplished toward this end by training the child from the start to grasp firmly the units of discourse, — the sentence, the paragraph, and the whole composition. This does not mean that children are to learn to talk about these things, but that they must somehow gradually acquire a sense for them.

A final word of caution may not be out of place. Teachers of English are apt to attach much importance to the formal side of their instruction and to assume that a pupil's facility in reciting rules and detecting errors of speech is a sure sign of progress. The formal side must not, of course, be overlooked, but it should never be forgotten that the end of all instruction in English is growth in power of expression and appreciation. Drill which contributes to this end is good. Drill which, falling short of this end, merely fills the child's mind with rules and symbols, is a grievous waste of time.

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LESSONS IN ENGLISH

BOOK ONE

LESSON I

INTRODUCTORY

THE MORNING CALL

The dog is about to wake the little girl. When she awakes she will say something to him. What will she say if she is glad to see him? What will she say if she is vexed?

What question may she ask of him? What command may she give? If you were to ask her what the dog's name is, what would she say? What would she say if the dog should bark sharply at her? What might the dog say in reply if he could speak? If her mother should come into the room while she is petting or scolding the dog, what would the little girl say to her mother? What would her mother say in reply?

LESSON II

SENTENCES

When we talk or write, the words that belong together fall naturally into groups called **sentences.**

The little girl in the picture tells her dog, Fido, to stop barking. How many words does she use? She tells her mother that Fido has waked her. How many words does she use? Do the words seem to belong together?

There are different kinds of sentences. Some sentences **ask questions.**

What ***questions*** *might the little girl's mother ask when she enters the room? What questions might the girl ask?*

Some sentences **command** or **request** some one to do something.

What ***command*** *might the little girl give to the dog? What request might she make of her mother?*

Most of our sentences **tell what we think or know.**

Which of the following sentences ***ask questions?***

Which of them ***tell something?***

Which one contains a ***command?***

1. What is the name of this picture?
2. The name of the artist is C. B. Barber.

3. Look carefully at the face of the dog.
4. What time of day is it?
5. The child is not afraid of the dog.
6. It is time to get up.
7. Have you slept well?
8. Where does the dog sleep?

In answer to the following questions, make spoken sentences that will tell something about the picture:

What would be a good name for the dog?
How old do you think the girl is?
What is the color of the dog?
How does a dog talk?

A sentence that tells something is a statement.

LESSON III

How Statements Begin and End

Exercise 1. *Here are some answers to the questions in Lesson 2. Make a careful copy of them.*

Fido would be a good name for the dog.
I think the girl is four years old.
The dog is white.
He barks and whines.

1. In copying these sentences how many capital letters did you make? 2. Which words did you begin with capitals? 3. Where is the capital used in each sentence? 4. What mark did you use to show that a sentence was ended?

A statement should begin with a capital and end with a period.

Exercise 2. *Write answers to questions 1, 4, 7, 8, in Lesson 2.*

LESSON IV

Practice in Making Statements

Exercise 1. *Little children are always asking questions. Suppose that your little brother or sister should ask these questions. What would you answer?*

What can horses do?
Of what use are cows?
What is the use of a watch?
What does a farmer do with a plow?
What does the postman do with the letters we give him?

Write the ***statements*** *that you have made.*

Exercise 2. *Suppose now that the questions were about what things* ***are****. First give your answer orally, then write it.*

What is a thimble?
What is a minnow?
What are marbles?
What is veal?
What is a needle?

Exercise 3. *Suppose, once more, that the questions are about the* ***making*** *of things. First give your answer orally, then write it.*

Of what are shoes made?
Who made your coat?
Who made this house?
Of what is candy made?
Who makes doors?
Of what is bread made?
Of what is butter made?

LESSON V

The Words I and O

Here are some sentences from a girl's letter. Do you think they were written correctly?

Father and I went boating last week.
We had a delightful sail.
O how I wished you were there!

1. There are three words in our language that contain only one letter. Can you tell what they are? 2. Two of them are always written with capitals. Which two are they? 3. Who is meant by "I" in the first sentence?

4. Tell what you did yesterday. 5. When you mention yourself, what words do you use? 6. Tell what you and some friend expect to do to-morrow. 7. Would it have been proper to say, "I and father went boating"? 8. Give your reason.

In writing, the words I and O should always be capitals.

LESSON VI

A Story to Tell

Exercise 1. *Hear this story read, or read it carefully yourself, and then tell it to your classmates.*

You will remember it more easily if you notice the order. What is said first? What is said next? What is said last?

HOW TO GET BREAKFAST

It was early one summer morning. There were four little chickens in a group. They were all peeping. One would have liked a fresh green leaf. Another was hungry for some sweet yellow meal. The third was waiting for some kind of bug. A nice fat worm would have made the fourth one happy.

The four little chickens looked at one another fretfully. Then they all began to chirp. It sounded as if they said: "We're hungry. We want our breakfast. Why doesn't somebody come and give us our breakfast?"

Then the mother hen in the garden close by clucked and fluttered, as if to say: "If you want any breakfast you must come here and scratch."

Exercise 2. *Write the story from memory.*

LESSON VII

About Paragraphs

When we write as we should, the sentences that belong together fall naturally into groups called **Paragraphs.**

How many groups of sentences in the story in Lesson 6?

Where does the first word of each paragraph begin?

We should always begin the first line of a written paragraph about an inch farther to the right than the other lines. This is called *indenting* it.

We should always leave a space of about half an inch between two sentences in a paragraph when writing.

Boys and girls are very likely to join their sentences together by using *and*. Be careful to make your sentences short, clear, and distinct.

We should put in one paragraph the sentences that belong together.

Exercise 1. *Copy the following story, remembering everything that you have learned in this lesson.*

PUSS AND THE RAVENS

In a garden behind a big house lived a cat and two ravens. They might all have been good friends, but they were not.

Puss thought the garden belonged to her. If the ravens came near the house she growled and looked fiercely at them. When food was thrown out she always took the best for her share. Naturally the ravens did not like her. They said she was a greedy, selfish old cat.

One day the only thing thrown out for dinner was a big bone with a little meat on it. Puss seized the bone and began picking off the meat. When the ravens came for their share she put out her claws and arched her back. With a growl she told the ravens that they had better fly away. There was nothing for them.

But the ravens, being very hungry this time, needed their dinner. Something must be done. So, plucking up courage, they decided to work together. One was to fly at pussy's tail, the other at her face.

In a moment down came one of the ravens and seized the cat's tail in his long beak. Puss had not expected this. She dropped her bone and flew at her tormentor. Then the other raven swooped down and carried off the bone.

So that day the ravens had a good dinner and greedy puss had to go without.

Exercise 2. *Tell the story in school and at home.*

A NARROW ESCAPE

LESSON VIII

THE CAT

1. Why can the cat climb the tree so easily? 2. Why cannot the dogs climb too? 3. How many claws has the cat? 4. If your fingers and toes were all claws would you have more than the cat has? 5. Has she the same number on her fore paws and her hind paws? 6. How many claws has a dog? 7. How are they different from a cat's claws? 8. Where are a cat's claws when she is not using them? 9. Why does she make no noise in walking?

10. What kind of noise are the dogs making? 11. What kind of noise is the cat making? 12. What might each dog say if he could speak? 13. What might the cat say? 14. If the cat sees a little boy coming

to help her down, will she make a different noise? 15. How will it sound?

16. Of what use is the cat to the boy? 17. Of what use are the dogs? 18. Do you know what is meant by a *domestic* animal?

19. Notice the dog at the left. Is he the dog that waked the little girl? (See page 1.) Why do you think so?

Exercise 1. *Answer these questions orally.*

Exercise 2. *Write the answers to some of them.*

Exercise 3. *Write what the boy might say to the dogs as he comes near. Write what he might say to the cat.*

LESSON IX

A Stanza to Copy

1. How many lines or verses does this stanza of poetry contain? 2. At the end of the lines what words sound somewhat alike, or *rhyme*? 3. With what kind of letter does each line begin? 4. Which lines are indented alike? In writing poetry, indent alike lines that rhyme.

Deep in a mountain valley
  A brook goes tumbling loud;
Yesterday, up in heaven,
  It was a summer cloud.

Copy this stanza, learn it, and write it from memory.

Every line of poetry should begin with a capital.

LESSON X

How to Write Questions

1. What is a statement? 2. How must it begin and end? 3. How many questions are there in Lesson 8? 4. How do you know that they are questions? 5. Make a question-mark on the blackboard. Did you ever hear a longer name for it? 6. Ask your teacher a question about the clock. 7. Write the same question on the blackboard. 8. How did you begin it and end it?

Exercise 1. *Answer these questions in complete statements:*

How many hours are there in a day?
At what hour does the day begin?
Where does the rain come from?
How many colors has the rainbow?

Exercise 2. *Think of something you would like to know about each of the following things, then ask questions orally:*

water	frogs	this book	raisins
lamps	robins	maple sugar	milk
vacation	skating	grapes	wind

Exercise 3. *Write the questions you have asked.*

Questions should begin with capitals and end with question-marks.

LESSON XI

A Story to Tell

This cat has been sent to a little girl by her uncle as a birthday present. She has come safely by express, has rested after her long journey, and is now looking about for someone to play with. You may imagine that the little girl is just coming into the room to see what the present is that her father and mother hid from her so carefully the night before. What will she say when she sees the cat, and what will she do?

First tell and then write the story of "Pet's Trip to Her New Home", as the cat might tell it if she could talk. Make three paragraphs. In the first tell how she felt about getting into the basket, and what was in the basket with her. In the second tell about her long trip, and how she felt in the dark. In the third tell how glad she was to see the light again, and what her new home was like.

LESSON XII

A Choice of Words

Words that sound alike often differ both in spelling and meaning. For example:

Before you *write* choose the *right* word.

Exercise 1. *Supply the right word in each sentence below:*

rode	ate	blue	flower
blew	flour	road	eight

—— pints make a gallon.
The golden-rod is an autumn ——.
What makes the sky ——?
Which of you —— to town?

Exercise 2. *Write five words pronounced like these, but differently spelled:*

sew raise mane weighs vain

Exercise 3. *Think of something you know about each of the following things, and also of something you would like to know about each. Write four statements and four questions, using one of these words in each:*

cent	grate	hour	bear	pale
sent	great	our	bare	pail

LESSON XIII

Stanzas to Learn

This "Head of a Child" is by the great artist, Leonardo da Vinci.

Learn the following selections and recite them.

What is the little one thinking about?
Very wonderful things no doubt!
Unwritten history!
Unfathomed mystery!

Yet he laughs and cries, and eats and drinks,
And chuckles and crows, and nods and winks,
As if his head were as full of kinks
And curious riddles as any sphinx!

Now he thinks he'll go to sleep!
I can see the shadow creep
Over his eyes, in soft eclipse,
Over his brow, and over his lips,
Out to his little finger-tips!
Softly sinking, down he goes!
Down he goes! down he goes!
See! he is hushed in sweet repose!

By permission of Charles Scribner's Sons, New York. —J. G. Holland.

OUR BABY

No shoes to hide her tiny toes,
No stockings on her feet;
Her supple ankles white as snow,
Or early blossoms sweet.

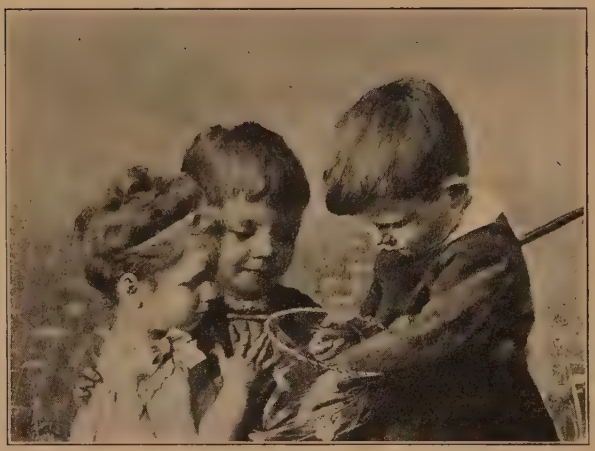
Her simple dress of sprinkled pink,
Her double, dimpled chin;
Her puckered lip and bonny mouth,
With not a tooth between.

Her eyes so like her mother's eyes,
Two gentle, liquid things;
Her face is like an angel's face —
We're glad she has no wings.

— Selected.

LESSON XIV

How to Write Names of Persons



BUTTERFLY HUNTERS

Here are three happy children. Let us give them names.

The girl in the picture is Mabel Morse.

The smaller boy is her brother, Chester Morse.

The larger boy is Charles Edward Grant.

1. Do these children all belong to the same family? 2. Why do you think so? 3. To what family does Mabel belong? 4. What is the *family* name of each child? 5. What is your last name? 6. Of what family are you a member? 7. Tell the last name of Chester's father.

8. Read the names that were given to the children by their parents. Do you see why we call these names "given" names? 9. What are the given names of the Morse children? 10. What is your given name? 11. Who gave it to you?

12. How does each one of these names begin? 13. How many capitals in the large boy's name? 14. He sometimes writes it, Charles E. Grant, or C. E. Grant? What does the E. stand for?

15. The first letter of a word is called an *initial* letter. What are the initial letters of Mabel Morse's name? 16. What are your initials? 17. Write them with a period after each.

Exercise. *Write in separate statements the full names of five of your relatives.*

Each word in a person's name should begin with a capital.

Initial letters, when used instead of the name, must be capitals with periods after them.

LESSON XV

Story from a Picture

Tell and write about the "Butterfly Hunters."

You will say where the children went — what they took to catch the butterflies with — how they discovered the handsome big butterfly — how they chased him — how Chester fell into the ditch — how they captured the butterfly — what Mr. Morse said when he saw it.

LESSON XVI

The Robin's Advice

Down in a field, one day in June,
The flowers all bloomed together,
Save one who tried to hide herself,
And drooped, that pleasant weather.

A robin that had flown too high,
And felt a little lazy,
Was resting near this buttercup,
Who wished she were a daisy.

For daisies grow so trig and tall;
She always had a passion
For wearing frills about her neck
In just the daisies' fashion.

And buttercups must always be
The same old tiresome color,
While daisies dress in gold and white,
Although their gold is duller.

"Dear Robin," said this sad young flower,
"Perhaps you'd not mind trying
To find a nice white frill for me,
Some day when you are flying."

"You silly thing!" the robin said;
"I think you must be crazy!
I'd rather be my honest self
Than any made-up daisy.

"You're nicer in your own bright gown,
The little children love you:
Be the best buttercup you can,
And think no flower above you.

"Though swallows leave me out of sight,
We'd better keep our places;
Perhaps the world would all go wrong
With one too many daisies.

"Look bravely up into the sky,
And be content with knowing
That God wished for a buttercup
Just here where you are growing."

—Sarah Orne Jewett

Exercise. *The robin in this story met a bluebird on the way home and told him all about the discontented buttercup. What did the robin say?*

Follow this order:

1. The cause of the buttercup's discontent. 2. Its request. 3. The robin's advice.

You may make three paragraphs of what you write.

LESSON XVII

Titles Used with Names of Persons

1. What is your teacher's full name? 2. When you speak to her, do you use her first name? 3. What do you call her? 4. Is *Miss* a part of her name, or is it only a title that may apply to many other persons? 5. Mention some other teachers whom you know.

6. What gentleman lives in the house next to yours? 7. What storekeeper do you know? 8. Do you think it more respectful to say Brown, or Mr. Brown? 9. Which is the name and which is the title?

10. How would your teacher speak of Charlie Wood's mother? Why? 11. How would she speak of your mother? 12. What would you call Mr. Rice's wife?

13. What title do we give to a woman who is married?

In writing the titles, *Mister* and *Mistress*, we always abbreviate or shorten them. Thus:

"Mister Hill" is written Mr. Hill.
"Mistress Hill" is written Mrs. Hill.

Mrs. is pronounced "Missis." The short title *Miss* is never abbreviated.

Read this sentence:

Mr. Walker, Mrs. Davis, and Miss Cole have visited our school.

1. What does *Mr.* stand for? 2. *Mrs.?* 3. How do these abbreviations begin? 4. What mark follows them? 5. Why is there no period after *Miss?*

Exercise 1. *Write these sentences, filling the blanks with names and titles:*

—— owns the store round the corner. His wife is called ——. —— and —— have three sons. My teacher is ——. —— is a young, unmarried woman.

Boys are called "Master," as Master Frank Smith.

Titles used with names of persons should begin with capitals.
Abbreviations should have periods after them.

Exercise 2. *Learn these abbreviations and the words for which they stand:*

Dr. stands for Doctor.
Rev. stands for Reverend.
Hon. stands for Honorable.
Jr. stands for Junior.
St. stands for Street.
Ave. stands for Avenue.

Reverend is a title given to ministers. When the minister's name or initials are not used, the title is Reverend Mister. Always write Rev. Mr. Jones, never Reverend Jones.

Exercise 3. *Make a list of the names of ten people that you know, using as many of the titles and abbreviations in this lesson as you can.*

Exercise 4. *Write the following sentences after having read them once:*

Telephone to Dr. Thomas C. Warren.
Rev. Robert W. Ward is a clergyman.
Mr. and Mrs. Davis and Miss Davis have called.
What is the name of the father of James Long, Jr.?

Exercise 5. *Think of the names of ten men and women whom you know, and write them in full with the proper titles.*

LESSON XVIII

Names of Cities, Towns, and Streets

The train runs from Portland, Maine, to Boston.
Dr. Gay lives on Spring St., in the town of Andover.
The home of Rev. Mr. Edwards is at the corner of Cherry St. and Forest Ave.

1. What cities are named in these sentences? 2. What town? 3. With what kind of letter do their names begin? 4. Why does *Boston* begin with a capital? 5. What street is named? 6. What avenue? 7. How do their names begin? 8. In what state is Portland? 9. How may you write the name of it?

Exercise. *Write statements in answer to these questions:*

1. In what city or town do you live? 2. In what state? 3. On what street is your home? 4. What city have you visited? 5. Where does your uncle live?

Names of cities, towns, states, and streets should begin with capitals.

LESSON XIX

A Picture Study

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AN INTERESTING SUBJECT

What is the name of this little girl? Write it. Write the dog's name. Can you see the name of the newspaper? What newspaper do you take at your house? Write the name of it if you can. What is the dog doing? What questions would he ask if he could talk? What would the little girl say in reply? Make up a story which the little girl might pretend to have read in the paper. Perhaps it will be about a little girl and a dog. She will tell how the little girl lost her way as she was going to visit her aunt, and how the dog found her and brought her home.

LESSON XX

A Selection to Learn

Of the following selections learn the one that you understand and like the best, and write it from memory.

KINDNESS AND TRUTH

True worth is in being, not seeming, —
In doing, each day that goes by,
Some little good, — not in dreaming
Of great things to do by and by.
For whatever men say in their blindness,
And spite of the fancies of youth,
There's nothing so kingly as Kindness,
And nothing so royal as Truth.

PERSEVERANCE

Never give up! for the wisest is boldest,
Knowing that Providence mingles the cup;
And of all maxims the best, as the oldest,
Is the true watchword of — Never give up!

CHARITY

Believe not each accusing tongue,
As most weak people do;
But still believe that story wrong
Which ought not to be true.

IDLE WORDS

O, many a shaft at random sent
Finds mark the archer little meant!
And many a word at random spoken
May soothe or wound a heart that's broken!

THE BEST MEDICINES

Joy and Temperance and Repose
Slam the door on the doctor's nose.

LESSON XXI

A Choice of Words

Exercise 1. *Write five statements and five questions, using one of these words in each:*

led	no	meat	new	wood
lead	know	meet	knew	would

Exercise 2. *Spell a word similar in sound to each of the following, and use it in a sentence:*

bin	pane	right	see	son	pair
sew	red	lain	sale	sum	bough

Exercise 3. *Make a list of other words, that sound alike, but differ in meaning.*

LESSON XXII

Contractions

When we write we say:	In conversation we say:
Frank is not here.	Frank *isn't* here.
I was not absent.	I *wasn't* absent.
Mary has not gone.	Mary *hasn't* gone.

1. Read the sentences that are alike in meaning. 2. How are they unlike? 3. How do we make *isn't* from *is not*? 4. Of what words is *wasn't* made? 5. What letter is omitted in the short, or contracted form? 6. What takes its place?

Not is often contracted to *n't*, and written as part of the word before it. The *apostrophe* ['] takes the place of the letter left out.

Exercise. *Write contractions of the following expressions: use them first in statements then in questions:*

is not	does not	had not
was not	did not	have not
would not	has not	do not

MRS. RABBIT AND HER CHILDREN

LESSON XXIII

THE RABBITS' HOME

What sort of home does the rabbit live in? How is it made? How is it like your home? How is it different? What is the door? What is the roof? How is it kept warm?

The mother rabbit tells one of the little rabbits how their home was made and how it is different from the homes of men. What does she say?

LESSON XXIV

Names that Mean More than One

1. Tell which of these words name *single* things only:

bird	ducks	girl	boats	tree
birds	duck	girls	boat	trees

2. Mention those that name *more than one* thing. 3. What letter would you add to *duck* to make it mean more than one? 4. How would you change *oars* to make it mean only one? How do we change names that mean *one* thing so that they will mean *more than one*?

A word that means only a **single** thing is called **singular.**
A word that names **more than one** is called **plural.**

Exercise 1. *Spell the plural of —*

rose	pencil	slate	robin	rail
book	pen	clock	lion	letter

Exercise 2. *Write these sentences, changing the singular names to plural names:*

Have you sent the *barrel?*
Can the *cobbler* mend my *shoe?*
What made the *rainbow* disappear?
The *bluejay* made the *nest* in the *tree.*
I have searched both *house* and *barn.*

Most singular names are made plural by adding s.

Exercise 3. *Make the names in this selection plural. It is worth learning.*

The robin had built in the apple-tree high;
Low down in the moss dwelt the sparrow so shy;
The wren wove her nest in the jessamine fair;
The oriole hung up his castle-in-air —
Heigh-ho! how do they know
Every summer to build them just so?

LESSON XXV

A Talk about Leaves

1. In what season do the leaves first appear? 2. How did that season get its name? 3. What do the leaves come out from? 4. When were these buds formed? 5. How were they kept from freezing during the winter?

6. Why is autumn called the fall of the year? 7. Do you know of any tree that does not shed all its leaves in autumn? 8. Name some trees that are never bare. What name is given to this kind of trees? 9. What are the slender leaves of pine trees called? 10. Of what use to little plants are fallen leaves? 11. What other uses have they? 12. In what country are the trees leafy all the year?

Exercise 1. *Write two paragraphs in answer to some of these questions.*

Exercise 2. *A friend of yours who has spent all his life in Cuba has never seen the leaves fall. Tell him what happens as the weather grows colder.*

LESSON XXVI

Stories to be Told

Exercise 1. *Read this story silently twice, and then try to tell it to your classmates:*

Patty had received a doll's trunk at Christmas; and as Prue seemed to wish for one, the grandmamma, who acted as "fairy godmother" to the children, gave her one for her birthday.

It happened to be a little smaller than Patty's, and Patty liked nothing better than to call Prue's attention to the fact.

Prue bore it very well; but finally, when Patty said with a pitying air, "Prue, I'm so used to my big trunk that when I look at yours it seems small to me!" Prue turned quickly to say, —

"Well, I don't care, Patty, you're not a bit nice! It isn't the *smallness* you ought to look at when anybody gives you anything — it's the *kindness!*"

Exercise 2. *Write this story, using the following words in place of those that mean about the same:*

Clergymen; intelligent; Sabbath; inform; in what place; quickly; answered.

An English minister once said to a bright little girl in his Sunday-school, "If you will tell me where God is, I will give you an orange."

"If you will tell me where He is not," promptly replied the little girl, "I will give you two."

Exercise 3. *Find at home some good short story or anecdote, and tell it to your classmates in your own words. Make short sentences, and do not use "and" very often.*

"CAN'T YOU TALK?" *G. A. Holmes.*

LESSON XXVII

A Picture Described

A little girl once went to visit her uncle, who was blind. The next morning she came running to him with a book. "O Uncle Joe," she cried, "see what a pretty picture —" and then she stopped suddenly. "Never mind," he replied. "Tell me what is in the picture, and I shall enjoy it as much as you do."

This is the picture. Can you tell what she said to him? Be careful to make your description as clear as possible. Think what you will say first, and what next. Don't try to say too much.

LESSON XXVIII

Forms of Names to Show the Owner

This is John's cart.
John's cart is old.
The cart's wheels move slowly.
The little girl's name is Mary.

1. To whom does this name "John" belong? 2. Who is the owner? of the cart? 3. What word shows to what the wheels belong? 4. What is the ending of these names: *John's, cart's, girl's*? 5. For what do you think the *'s* is used?

When we add *'s* (apostrophe-s) to the name of the owner, it shows possession; that is, we show **to whom** or **to what** something belongs.

Such names are called **possessives.**

Exercise 1. *Mention the possessives and tell what each shows:*

The king's palace; the spider's web; the bird's song.

Exercise 2. *Copy these sentences, filling the blanks with names that will show to whom or to what the object belongs:*

This is Dr. —— horse and carriage.
Where is Mr. —— house?
—— sister is much older than mine.
—— drawing is prettier than ——
The —— song is sweeter than the —— .
The —— tongue is rough.
The —— blood is cold.

We add 's to singular names to form possessives.

Exercise 3. *Hear these sentences read once, and then write them correctly :*

1. Franklin's kite was made of silk. 2. Hasn't Mr. Stone heard the news? 3. Our friend's letter must be answered. 4. Are not two mistakes too many? 5, Charles's pen doesn't write.

LESSON XXIX

A Description and a Story

THE PONY

Exercise 1. *Make up a story from this picture. Call it Frank's Birthday Present. Think it over, and then tell it to your classmates.*

These phrases may suggest a part of what you will say:

Frank Hale — living in city — just ten years — visits his uncle in the country — awakened in the morning by neighing of pony — learns whose it is — the ride — lets his cousins ride too — message to his father.

Exercise 2. *Write the story, making two or three paragraphs.*

LESSON XXX

A Choice of Forms

That farmer's trees are loaded with apples.
The farmers plow in the spring.

1. What is a farmer? 2. How many do we mention in the first sentence? 3. How many in the second? 4. What is the plural of *farmer*? 5. To whom do the trees belong? 6. Spell the possessive of *farmer*? 7. How do the *plural* and the *possessive* of *farmer* differ?

Exercise 1. *Spell the plural of —*

girl	clerk	uncle	miller	cow
aunt	horse	teacher	turkey	sailor

Spell the possessive of these words.

Exercise 2. *In the following sentences supply either the plural or the possessive of these words, as you think right:*

friend sailor monkey rabbit

1. Good —— seldom quarrel.
2. My —— house was burned last night.
3. What do —— do for us?

4. A —— life is full of danger.
5. The —— face is almost human.
6. —— are found in Brazil.
7. We found a —— tracks in the snow.
8. They never shoot —— for sport.

Exercise 3. *Write these sentences after hearing them read once:*

Is every pupil's book shut?
Are all the pupils here to-day?
Miss Hunt's poems make a volume.
There goes the doctor's horse!
Well people need no doctors.

LESSON XXXI

A Little Poem to Study

DOING ITS BEST

I am but a tiny cricket,
Living in a summer thicket —
There I take my rest.
Many songs are gayer, prouder;
Many a voice is sweeter, louder —
But I do my best.

In my song there 's no complaining,
Even when the sky is raining;
Birds fly east and west —
Silent hide in leafy cover;
But I chirp till all is over,
Doing still my best!

Exercise 1. *Find in the poem answers to these questions:*

1. What is it that seems to be talking? 2. Where is its home? 3. What does *tiny* mean? 4. What songs are sweeter than a cricket's? 5. What do we call the music that this insect makes? 6. Can you find out how he makes it? 7. What do the birds do when it rains? 8. What does the cricket do then? 9. What example does the cricket set for us? 10. What good motto do these lines suggest?

Exercise 2. *Learn these stanzas, and write them from memory.*

Exercise 3. *Write the following as six lines of poetry. Indent every other line, beginning with the second. There should be nine capitals.*

I would not hurt a living thing, however weak or small; the beasts that graze, the birds that sing, our father made them all; without his notice, I have read, a sparrow cannot fall.

LESSON XXXII

The Time of Day

A good many children, some of them as old as you are, cannot tell the time of day by looking at the clock. Suppose that one of them should come to you and ask you to tell him how it is done. What would you say? You would begin by telling him — what? Then you would go on to say — what? Next you would explain — what? And finally you would show him — what?

There is a clock in the picture on page 33. Can you tell what time it is by that clock?

Can you tell the time by your shadow? How?

Meyer von Bremen
Berlin 1880

Have you ever seen a sun-dial? How can one tell the time by it?

Perhaps you have seen an hour-glass. Can an hour-glass tell the time of day? If it can, explain how. If it cannot, what is the use of it?

It is said that King Alfred invented a peculiar way of telling the time. You will find something about it in Chapter III of Charles Dickens's "A Child's History of England."

LESSON XXXIII

Amusing a Child

Both of the older children in the picture on page 33 are eager to play with their little brother. "Very well," says the mother, "I will let each one of you try to amuse him for a quarter of an hour by the clock. Where will the hands of the clock be at the end of the first quarter? And where at the end of the second quarter? And what will you do to keep him happy?" Each one tells what she will do. Can you imagine what it will be? Tell first what the little one will do. Then tell what the older sister will do.

LESSON XXXIV

Names of Days and Months

Exercise 1. *Fill the blanks in these sentences with words, not with figures:*

Sixty seconds make a ——. In an —— there are —— minutes. Twenty-four —— are a ——. —— days make a

——. Their names are Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. Saturday A.M. means Saturday *before noon.* Monday P.M. means Monday *after noon.*

Exercise 2. 1. *How do the names of the days begin?* 2. *What do* A.M. *and* P.M. *stand for?* 3. *Write sentences telling what you do on each day of the week.*

Exercise 3. *Learn these names and abbreviations for the twelve months of the year:*

January	Jan.	May	——	September	Sept.
February	Feb.	June	——	October	Oct.
March	Mar.	July	——	November	Nov.
April	Apr.	August	Aug.	December	Dec.

Which three names are not abbreviated? Explain why.

The names of the seasons — spring, summer, autumn, winter — need no capitals.

The names of holidays and special days like Labor Day, Easter, Good Friday, should begin with capitals.

Exercise 4. *In what month and season is your birthday? Write the answer in a sentence.*

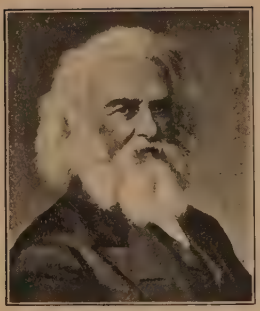
Exercise 5. *How many holidays can you recall? Write a sentence about each one, telling in what month and season it comes.*

Exercise 6. *Tell, if you can, in what month and season George Washington was born.*

Names of days and months and their abbreviations should begin with capitals.

LESSON XXXV

A Poem to Study



Henry Wadsworth Longfellow, the best beloved of American poets, was born at Portland, Me., February 27, 1807. He died at Cambridge, Mass., where most of his life was spent, March 24, 1882. He wrote many beautiful poems, which children delight to read and study. Many of them may well be learned by heart; among them is the following:

THE VILLAGE BLACKSMITH

Under a spreading chestnut tree
The village smithy stands;
The smith, a mighty man is he,
With large and sinewy hands;
And the muscles of his brawny arms
Are strong as iron bands.

His hair is crisp, and black, and long,
His face is like the tan;
His brow is wet with honest sweat,
He earns whate'er he can,
And looks the whole world in the face,
For he owes not any man.

Week in, week out, from morn till night,
You can hear his bellows blow;
You can hear him swing his heavy sledge,
With measured beat and slow,
Like a sexton ringing the village bell,
When the evening sun is low.

And children coming home from school
Look in at the open door:
They love to see the flaming forge,
And hear the bellows roar,
And catch the burning sparks that fly
Like chaff from a threshing floor.

Toiling, — rejoicing, — sorrowing,
Onward through life he goes;
Each morning sees some task begin,
Each evening sees it close;
Something attempted, something done,
Has earned a night's repose.

Thanks, thanks to thee, my worthy friend,
For the lesson thou hast taught!
Thus at the flaming forge of life
Our fortunes must be wrought;
Thus on its sounding anvil shaped
Each burning deed and thought!

Exercise 1. 1. What is a *smithy?* 2. What kind of work does a blacksmith do? 3. What are *brawny arms?* 4. What makes muscles strong? 5. Describe the smith's face. 6. What is there in the second stanza that shows he is industrious? honest? 7. What is the *bellows* for? 8. What is a *sledge?* A *sexton?* 9. What attracts the children? 10. Explain the last line of the fourth stanza. 11. What gives him *repose* at night? 12. In the last stanza who is speaking to the blacksmith? 13. What does *wrought* mean? 14. By whom are our fortunes wrought? 15. What lessons may we learn from this blacksmith? 16. Do you like this poem? Why? 17. Find and learn two stanzas that are omitted here.

Exercise 2. As you stand at the door of the blacksmith shop the smith ceases his work for a moment, wipes the sweat from his forehead, and

A VILLAGE BLACKSMITH

looks out at you. Can you see him plainly? Tell how he looks. As you turn away he begins again. Can you hear the sounds? What are they?

Write first what you saw and then what you heard.

Exercise 3. *Try to describe the picture on p. 38.*

LESSON XXXVI

About Fish

Exercise 1. *You have watched fish swimming in a stream or in a globe. Try to answer these questions about them:*

1. What is the shape of a fish? 2. Is it shaped like anything else you can think of? 3. Could it go through the water faster if it were of some other shape? 4. Why do you think so? 5. How does it make itself go? 6. How is a rowboat forced through the water? 7. A steamboat? 8. How is a boat steered? 9. How does the fish guide his course? 10. How does the fish rise and sink at will?

11. What do you breathe? 12. What does a fish breathe? 13. For what purposes does a fish take water into the mouth? 14. Where does it pass out? 15. Over what does it pass? 6. Watch a fish constantly open and close its mouth. Why does it do this? 17. What is the use of the gills? 18. Why must the water pass over them?

19. What is the color of the blood of a fish? 20. With what is the fish covered? 21. Why are the scales hard? 22. Does a fish need to be protected from cold? Give your reasons.

Exercise 2. *What has interested you most in this talk about fishes? Write what you have learned on this one point.*

LESSON XXXVII

How to Write Dates

Exercise 1. 1. How many months in a year?
2. Which three months have very short names?
3. What do these abbreviations stand for?

Mar.	Jan.	Dec.	Aug.	Nov.
Sept.	Oct.	Apr.	Feb.	

America was discovered Oct. 12, 1492.
The Pilgrims landed Dec. 21, 1620.

Exercise 2. 1. In what year was America discovered? In what month? On what day of the month? 2. In what year did the Pilgrims land? On what day of the month? In what month? 3. What is the present date; that is, the month, day, and year? 4. In writing dates, what comes first? second? last? 5. What mark always comes between the day of the month and the year?

Exercise 3. *Write dates to complete these sentences:*

To-morrow will be —— ——, ——.
—— —— —— was my birthday.
Our next holiday is —— ——, ——.
——, ——, —— began a new century.
Washington was born —— —— 1732.

LESSON XXXVIII

When to Use "is" and "are"

Review Lesson 24.

1. Which of these words stand for *one* only?

we	they	she	trees	somebody
cousin	he	tree	it	anybody

2. Which stand for *more* than one? Which are singular and which plural?

3. Study the following sentences, and then tell why **are** is used, and why **is** is used:

One window **is** open.	**He is** rich.
Two windows **are** shut.	**They are** poor.

We use **is** with words meaning **one**, that is, with **singular** words.

We use **are** with words meaning **more than one**, that is, with **plural** words.

Exercise 1. *Fill the blanks with* **is** *or* **are**:

1. The apple —— red.
2. The apples —— ripe.
3. The books —— here.
4. This book —— torn.
5. —— she willing?
6. —— they coming?
7. —— the cars late?
8. —— the train ready?

Exercise 2. *Supply* **singular** *or* **plural** *words as you think right:*

1. The ~~boy~~ is old.
2. Young —— are small.
3. Our —— are dull.
4. My —— is kind.
5. Is the —— long?
6. Are the —— cut?
7. Are the —— locked?
8. Is my —— done?

Exercise 3. *Change* **is** *to* **are** *and* **are** *to* **is** *in these sentences, and show what other words must be changed:*

1. The miser is unhappy.
2. Are his money bags full?
3. Eagles are made of gold.
4. Is the coin a new one?
5. My lesson is easy.
6. Spiders are not insects.
7. How delicate the web is!
8. How is the patient?

LESSON XXXIX

"THERE IS," OR "THERE ARE"

We must be careful to say, "There *is*," when speaking of one, and "There *are*," when speaking of more than one. Thus, we say:

There **is** only **one egg** in the basket; but —
There **are five eggs** in the basket.

There's is a contraction of *there is*. What letter is left out?

Exercise 1. *Use* ***is*** *or* ***are*** *in the blanks:*

1. There ___ a robin in the apple-tree.
2. There ___ some little robins in the nest.
3. There ___ bees in the clover blossoms.
4. There ___ no danger in going.
5. There ___ a few daisies by the roadside.
6. ___ there any orange-trees in the grove?
7. ___ there a bridge across the river?
8. There ___ James and Henry.
9. There ___ many mistakes to be avoided.

Exercise 2. *In which of these sentences can* there's *be used?*

Exercise 3. *Write these sentences after hearing them read:*

Dr. and Mrs. Smith called Aug. 27, 1902.
George St. is near Highland Ave. in Omaha.
Nellie's seat in the Jefferson school is vacant.
Come the first Wednesday in February.
Theodore Roosevelt was born Oct. 27, 1858.

LESSON XL

STORY-TELLING

"Ten cents," said Aunt Lizzie, coming out on the verandah, "to the boy or girl who brings me the prettiest bunch of white flowers for the dinner-table. They must be in my hands by twelve o'clock.

The children were delighted. Off they raced for the fields and hills, each striving to find the best, — all but one. Little Dick was lame and could not run with the others. Soon quite alone, he limped to a shady valley near by, meaning to get what flowers he could, though they might not be perfect ones. For a long time he feared there were no white flowers in the valley, but at last, just as he was turning back discouraged, he caught sight of something gleaming in the mold at his feet. It was a cluster of nodding white blossoms, which looked as if they were made out of frozen mist. So delicate were they that Dick could not bear to pick them. So he dug them up, roots and all, and carried them back to the farm house.

All the other children were there with great handfuls of daises. Aunt Lizzie was going from one to the other to see which bunch was the largest and finest. But when she saw what little Dick was bringing, she ran to him and cried, "Oh, where did you get that beautiful cluster of Indian pipe? That is the best of all."

So little Dick's flowers stood in the center of the dining-table that day at dinner, and little Dick had to tell over and over again where and how he found them.

Exercise. *Tell the story as the little lame boy told it to the other children.*

LESSON XLI

The Exclamation Point

When we *talk*, the tones of the voice may show that we are much *excited*, or *surprised*, or *pleased*.

When we *write*, we may show these feelings by placing an *exclamation-mark* (!) after our words. Thus:

Father! The stable's afire! Where's the ladder! Be quick!
Tom! Get the horse out! What a narrow escape!

Exercise. *Write what you might exclaim.*

If you heard a crash of thunder; if you saw the kitten tip over an ink-bottle; if, turning a corner, you met your best friend unexpectedly; if you narrowly escaped being run over; if your foot went to sleep; if you should receive a present of a watch; if you heard a fire-bell.

LESSON XLII

How to Write Quotations

"I am a pedler," said Henry.
"What do you sell?" asked Mrs. Ward.
Henry replied, "I sell candy and apples."
"Is your candy good?" inquired his mother.

1. Just what did Henry say in the first sentence? 2. Tell exactly what his mother said in the second sentence.

When we repeat the exact words of another person, we are said to **quote** them, or to make a **Quotation.**

3. Quote Henry's answer to his mother's first question. 4. What is the quotation in the fourth sentence? 5. Read the four quotations. 6. How

does each one begin? 7. How many of them are statements? 8. How are the statements separated from the rest of the sentence?

9. Read the two quotations that are questions. 10. By what mark are they followed? 11. What marks do you observe before each quotation? What after each?

These marks [" "] which inclose the quotation are called **quotation marks.**

1. A quoted sentence must begin with a capital.
2. It must be inclosed in quotation marks.
3. It must generally be set off from the rest of the sentence by a comma or a question-mark.

Exercise 1. *Supply enough in each line to make a properly written quotation.*

——— eyes are tired said Charles.
——— must have strained ——— said his father.
The coasters shouted ——— the track!
The fox remarked ——— grapes are sour.
——— your tickets ready called the conductor.
——— many stars has our flag asked Mr. Hayes.

Exercise 2. *Try to finish the conversation between the little pedler and his mother.*

Exercise 3. *Write the following at dictation or from memory:*

1. A man who received a dime for rescuing another from drowning, said, "Do you think you're worth so much, sir?"

2. "Did you give your sister her choice of apples, as I told you to do?" asked Mrs. Davis of her son Roy.

"Yes, mother," said the selfish fellow, "I told her that she might have the little one or none."

LESSON XLIII

A Story to Tell

Exercise 1. *Tell this story about Benjamin Franklin to your classmates after reading or hearing it. Can you tell the lesson it teaches?*

TURNING THE GRINDSTONE

When I was a little boy, I remember, one cold winter's morning, I was accosted by a smiling man with an axe on his shoulder. "My pretty boy," said he, "has your father a grindstone?" "Yes, sir," said I.

"You are a fine fellow," said he; "will you let me grind my axe on it?"

Pleased with the compliment of "fine little fellow," "Oh, yes, sir," I answered. "It is down in the shop."

"And will you, my man," said he, patting me on the head, "get me a little hot water?"

How could I refuse? I ran and soon brought a kettleful.

"How old are you? and what's your name?" continued he without waiting for a reply; "I am sure you are one of the finest lads that ever I have seen; will you just turn a few minutes for me?"

Tickled with the flattery, like a little fool, I went to work, and bitterly did I rue the day. It was a new axe, and I toiled and tugged till I was almost tired to death. The school-bell rang, and I could not get away; my hands were blistered, and the axe was not half ground.

At length, however, it was sharpened; and the man turned to me with, "Now, you little rascal, you've played truant; scud to school, or you'll rue it!" "Alas!" thought I, "it was hard enough to turn a grindstone this cold day, but now to be called a rascal is too much." This experience I have never forgotten.

Exercise 2. *What is the meaning of*

accosted, compliment, flattery, rue?

What might Benjamin have done when he heard the school-bell?

Did you ever hear the expression, "That man has an axe to grind"? *What does it mean?*

LESSON XLIV

A Letter to Copy

318 Farragut Ave.,
Boston, Mass.,
July 19, 1906.

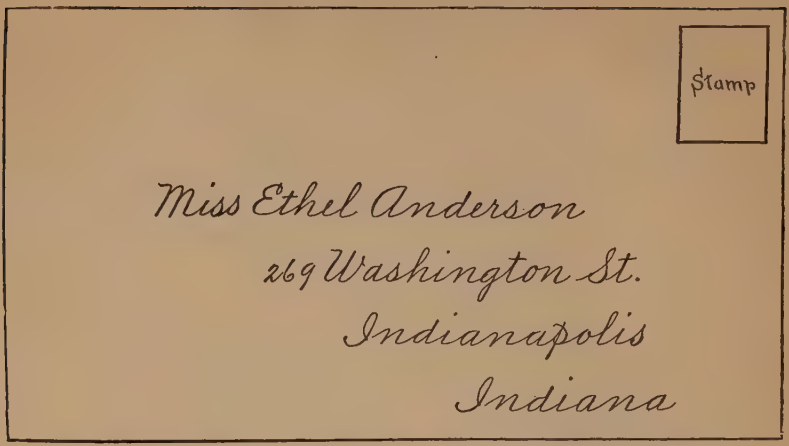
My dear Ethel,

It was kind in you to send me such a beautiful Christmas present. Miss Alcott is delightful. I have read "Little Women" through twice and thank you for the gift.

Aunt Kate sent a copy of "Timothy's Quest" to me on my birthday. It is very interesting. Have you read it?

I take books now out of the Public Library. The building is beautiful. We will visit it when you come. When will that be?

Your grateful friend,
Mary Parker.



Exercise 1. *Copy the letter on page 47 carefully; notice just where each line begins and where capitals and punctuation marks are used. Are any words quoted?*

Exercise 2. *Draw an outline of the envelope, and copy the address.*

LESSON XLV

LETTER-WRITING

1. In the letter on page 47 what shows where the writer, Mary Parker, lives? 2. When was her letter written? 3. How will Ethel know where to direct her reply? 4. How does Mary salute her friend? 5. How many paragraphs in the body of her letter? 6. Where does each begin? 7. How does she end her letter?

The first part or **heading** of a letter should show (1) **where the writer** lives and (2) **when** the letter was written. The first line may show the **house number** and the **street**; the second, the **city** or **town**; and the third line, the **date**.

If not all these facts need be told, one or two lines may be enough for the heading.

Following the heading is some pleasant greeting called the **salutation,** which may be varied according to the relation of the writer and the receiver of the letter. Mary says "My dear Ethel," but might say "Dear Ethel," or "Dear Cousin Ethel."

On the next line the main part, or **body,** of the letter begins. Each paragraph should be correctly indented.

After the body of the letter comes some kindly or courteous expression that shows the feeling of the writer towards the person to whom the letter is written. This we sometimes call the **complimentary ending.** Nothing else should be written on the same line with it.

Other forms of closing are, *Yours sincerely; Cordially yours; Yours, as ever; Yours truly; Yours respectfully.* The last two are rather formal for letters of friendship.

Lastly comes the **signature** of the writer, which should always be carefully written in full.

Exercise 1. *Copy the letter in Lesson 44. Use in the heading your street and number, your city and state, and the present date. Instead of writing to Ethel Anderson, you may use the name of one of your friends, and sign your own name to the letter.*

Exercise 2. *Write Ethel Anderson's reply to Mary's letter. Address the envelope carefully.*

LESSON XLVI

The Address on Envelopes

Envelope addresses should always be carefully written in such a way that the postoffice clerks and the postmen may know exactly where the letters are to be sent.

The proper **title** should be used with the name.

The **street** and the house **number** should be given.

The name of the **city** or **town** should occupy the third line.

The name of the **State** should generally be written in full.

The **stamp** should be placed right end up in the upper right-hand corner.

The **whole address** should be placed on the envelope without crowding, and so that it will appear to be well balanced.

Exercise 1. 1. *Draw an oblong six inches by three to represent an envelope.* 2. *On it write the address of the person to whom you wrote the letter in Lesson 45. Use the title Miss or Mr., and write the name in the middle of the envelope.* 3. *If a postman is to deliver the letter, put the number of the house and the name of the street on the next line.* 4. *On the third line write the name of the city or town.* 5. *On the fourth line write the name of the state in full.* 6. *Draw an outline of the stamp.*

Exercise 2. *On paper cut oblong or square to represent envelopes, address letters to*

Your father; your mother; your cousin; your teacher; the principal of your school; the superintendent; a doctor; a clergyman.

LESSON XLVII

A Letter to be Written

Imagine that you are this little Rosie writing a letter to her mother.

If you cannot think what she would say, use this outline:

Eager to write — finding paper, pen, and ink — table too high — chair just right — where Taffie had been — not allowed on table — often in chair — tried to write too — paw too big for bottle — what she did — the stains — whose fault — what is to be done?

LESSON XLVIII

Sentence Making

Tell in single sentences by whom and for what purpose these are used:

rake	bellows	pitchfork	plow	anvils
plane	scythe	level	engines	chisels

LESSON XLIX

Somebody's Mother

It was a cold winter's day, and the ground was covered with ice. A poor old woman, ragged and gray, and trembling with age, stood at the corner, afraid to venture across the crowded street. She waited for a long time; but the hurrying lines of wagons and carriages and busy men rushed past her like an endless stream. How could she cross without danger of being run over by some careless driver?

After a while some schoolboys, shouting and laughing, came half sliding, half running, along the slippery street. They were glad, not only because school was out for the day, but because the snowflakes were falling thick and fast.

It was the first snow of the season, and they were talking of the sport they would soon have coasting down the long hillside. Past the poor old woman they hurried without a thought of her trouble. Only one, the gayest of them all, saw how weak and timid she was, and stopped to help her.

"Let me help you across," he said. With her trembling hand resting upon his strong, young arm, he guided the poor old woman in safety to the other side of the street. He did not stop to hear her thanks. With a light and happy heart he hastened to overtake his young friends, who were now some distance ahead of him.

Two or three of the more thoughtless among the boys were ready to laugh at him for stopping to help an old woman. "Hello, Frank," called

one of them, "was that old lady your mother?" "No," replied Frank, flushing a little, "but she was somebody's mother." His companions made no answer, for they felt that they were in the wrong.

That night when the poor old woman knelt down in her humble home, the prayer that she said was: "God be kind to that noble boy, and bless him in every time of need."

Exercise. *Read this story and then tell it to your classmates. Tell it, too, at home. What lesson do you draw from it?*

LESSON L

Verses to be Learned

Stand upright, speak thy thought, declare
  The truth thou hast that all may share.
Be bold, proclaim it everywhere:
  They only live who dare.

Exercise 1. *Learn these lines; then write them from memory.*

Exercise 2. *Try to explain the following line:*

A lie which is half a truth is ever the blackest of lies.

LESSON LI

An Object to be Described

Exercise 1. *With a cube before you, answer orally the following questions:*

1. How many sides or surfaces has this solid? 2. What is the shape of each of these surfaces? 3. What, then, is a cube?

4. How many edges has a cube? 5. How many corners has it? 6. How many angles has each side of the cube? 7. What kind of angles are they? 8. How many angles have all the sides or faces of a cube?

Exercise 2. *Stand before your class and tell what you can about a cube.*

Exercise 3. *Write ten statements about a cube.*

LESSON LII

Domestic Animals

Exercise 1. *First, have a talk in the class; then write about* "Domestic Animals."

1. What are wild and what are domestic animals? 2. What does *quadruped* mean? 3. Mention three domestic quadrupeds that you know about. 4. How do they compare in size? 5. Tell in what respects two or more of them are alike. 6. How are they unlike? 7. What kind of food does each one eat? 8. Which requires the most care? 9. How is each one useful to man? 10. Are any of them used for food? If so, what is the flesh of each one called?

Exercise 2. *What domestic animal do you know best? Tell what you know about it in a letter to a friend. You may tell:* 1. *What it looks like.* 2. *What it eats.* 3. *What it is good for.*

LESSON LIII

Contracted Words

Exercise 1. *Copy these contractions, and learn the full form of each. Repeat them until they are very familiar.*

He is not . .	He's not. / He isn't.	I am not . . .	I'm not.
She is not . .	She's not. / She isn't.	We are not .	We're not. / We aren't.
It is not . . .	It's not. / It isn't. / 'Tisn't.	You are not .	You're not. / You aren't.
		They are not .	They're not. / They aren't.

Exercise 2. What does the apostrophe in a contraction show? 2. What letter is left out in *I'm?* In *you're*, *we're*, and *they're?* In *he's*, *she's*, *it's?* 3. What two letters are left out in *'tisn't?*

Never use ain't, either in speaking or in writing.

Supt. is the abbreviation for *Superintendent.*

Mention some other abbreviations that you have learned.

Try to tell the difference between **abbreviations** and **contractions.**

LESSON LIV

Using Contractions

Exercise 1. *Answer these questions orally by filling the blanks with suitable contractions:*

1. Is he coming?	No, —— not coming.
2. Are you going?	Yes,—— going.
3. Is it true?	No, —— not true.
4. Are we invited?	No, —— not invited.
5. Are they here?	No, —— not here.
6. Is she your friend?	No, —— my friend.
7. Am I the one?	No, —— the one.
8. Is it there?	No, —— there.
9. Are we safe?	Yes,—— safe.
10. Is he well?	Yes,—— well.

Remember that contractions are mostly used in conversation.

Exercise 2. *Write the answers that you have given.*

Place a comma after the replies "yes" and "no" when followed by other words.

Exercise 3. *Write these sentences at dictation:*

"Hurrah! it's snowing," cried Nell.
"I think it'll turn to rain," said Lou.
"John, what time is it?" asked Mrs. Dane.
He replied, "It's just twelve o'clock, mother."
Father writes, "We shall be at home Tuesday."

LESSON LV

When to Use "Aren't"

We may use *aren't*, a contraction of *are not*, with plural words, if we are careful to sound the letter *r*. Remember that "*aint*" is ***never*** to be used.

Exercise. *Fill the blanks with suitable contractions:*

1. Aren't we to go? No, —— not to go.
2. —— you well? Yes, —— very well.
3. —— they here? No, ——not here.
4. —— the waves high? —— you afraid?
5. —— the fires out? No, —— burning yet.
6. —— the berries ripe? No, —— not ripe yet.
7. —— you going to church? No, —— not.
8. I shall go if it —— too late.
9. —— the clouds beautiful! 10. —— the sunset grand!
11. They —— here now. 12. —— there one?

LESSON LVI

A Talk About Leaves

1. What is the common color of leaves? 2. What other colors have they which you remember? 3. What are the colors in earliest spring? 4. What are the colors in autumn? 5. Of what use are the fallen leaves?

6. In summer of what use to us are leaves? 7. Of what use are they to birds? 8. Do you know of any animals that feed upon the leaves of trees? 9. Have you ever seen a palm leaf in use?

10. What do we call all the leaves of a tree taken together? 11. How do leaves act when the wind blows? 12. What tree of those that you know has the largest leaves? 13. Which the smallest? 14. What trees do you know by the shape of their leaves?

Exercise. *Describe for a friend who lives in a distant part of the country, the most beautiful tree you have ever seen.*

LESSON LVII

A Picture Story

Tell orally and then in writing the story of the "Little Gardener."

Think of: 1. His name — where he is going — the time of year. 2. Names of tools — what each is for — what he leaves behind. 3. What grows in his garden — what he expects it to yield.

LESSON LVIII

The Comma with Name of One Spoken to

Grandma, when does the moon rise?
Have you seen it, mother?
No, Edward, it is not in sight.

1. Who is spoken to in the first sentence?
2. What mark separates the name from the rest of the sentence?
3. In the second sentence who is addressed or spoken to?
4. How is *mother* set off from the rest of the sentence?
5. Who is addressed in the third sentence?
6. How many commas are needed to separate his name from the rest of the sentence? Why are two needed?
7. Tell for what else a comma is sometimes used.

The name of a person spoken to should be set off from the rest of the sentence by commas.

Exercise 1. *In writing this exercise use the name of some person spoken to:*

1. Ask your teacher a question about your next vacation.
2. Give an order to a storekeeper.
3. Tell an expressman what you wish him to do.
4. Ask a physician some questions about a patient.
5. What might one need to say to a clerk at the post-office?
6. What should you say to a gentleman who does you a favor?
7. What might you say to your dog?

Sentences that command or request are called Imperative sentences. They are followed by periods.

How many of the sentences that you have just written are *imperative* sentences?

Exercise 2. *Write the following from dictation:*

Bertha Wright, you may write this.

When you reach home, William, write to us.

Mary, are both cups full?

Yes, and each cup holds ten spoonfuls.

Come on, boys, the bell's ringing. You'll be late.

LESSON LIX

Words to be Defined

A boy in the grade below yours has asked about the following things. He does not know what they are. Tell him what each one is, using a sentence for each word.

a telephone	a tornado	a cylinder
a cable	a squall	a tile
a fathom	a fawn	a staple

LESSON LX

To be Written from Memory

FOR MORNING

Here hath been dawning another blue day,
Think, wilt thou let it slip useless away?

Out of eternity this new day was born;
Into eternity at night must return.

See it aforetime no eye ever did;
So soon it again from all must be hid.

Lo, here hath been dawning another blue day,
Think, wilt thou let it slip useless away?

—Thomas Carlyle.

FOR EVENING

If we sit down at set of sun
And count the things that we have done,
And counting find
One self-denying act, one word
That eased the heart of him who heard,
One glance most kind,
That fell like sunshine where it went,
Then we may count that day well spent.

— Ella Wheeler Wilcox.

EVENING HYMN

Now the day is over,
Night is drawing nigh.
Shadows of the evening
Steal across the sky.

Now the darkness gathers,
Stars begin to peep,
Birds and beasts and flowers
Soon will be asleep.

— S. Baring-Gould.

LESSON LXI

VEGETABLES

After a talk about "Vegetables," *answer these questions:* 1. What vegetables have you seen growing? 2. Of which do we use the roots as food? 3. Of which the seeds? 4. Of which the leaves? 5. Of which the stems or stalks? 6. Which grow on vines? 7. Which are eaten raw? 8. Which are

eaten when unripe? 9. Which contain seeds? 10. Can any of these vegetables be called fruits?

Exercise. *Choosing some vegetable, tell the story of its growth. You may follow this order:*

1. What the seed is like. 2. How it is planted. 3. How the plant looks when it first comes up. 4. How it looks when the food part is ripe. 5. How the food is gathered.

LESSON LXII

"WAS" OR "WERE?"

I was glad.	We were coming.
He was sad.	You were going.
She was late.	They were staying.
It was black.	Eight were running.
One was right.	Several were waiting.

1. Read these sentences, emphasizing the first word. 2. Read them emphasizing the second word. 3. How many are meant by *I?* by *he?* by *she?* by *it?* by *one?* 4. Do we use *was* or *were* with such words? 5. With what kind of words do we use *was?*

6. How many are meant by *we, you, they, several?* Should we use *was* or *were* with such words? 8. With what kind of words do we use *were?*

Exercise 1. *Supply* **was** *or* **were,** *as you think right:*

1. The day —— warm.
2. The air —— still.
3. We —— riding.
4. Clouds —— rising.
5. Lightning —— seen.
6. Noises —— heard.
7. Drops —— falling.
8. The wind —— blowing.
9. The storm —— severe.
10. They —— kind to us.

Exercise 2. *Supply singular or plural words, as you think right:*

1. The —— was cold.
2. The —— was blowing.
3. —— were walking.
4. —— were flying.
5. —— was hazy.
6. The —— were on the ice.
7. —— was skating.
8. —— were sliding.
9. The —— was cracking.
10. —— was happy.

LESSON LXIII

"WAS" OR "WERE" IN QUESTIONS

We must always say "you *were*" and "*were* you?" "Was" should *never* be used with "you."

Exercise 1. *Fill the blanks with* **was** *or* **were:**

Where —— he?
Where —— I?
Where —— you?
Where —— she?
Where —— they?
Where —— we?
Where —— the horse?

—— he there?
—— we there?
—— it there?
—— you there?
—— I there?
—— they there?
—— the horses there?

Practice till you can say these rapidly without a mistake.

Exercise 2. *Fill the blanks with singular or plural words:*

Was the —— in the nest?
Were there any —— in it?
Was her —— near by?
Were —— singing?
Was the —— sweet?

Was the —— ripe?
Were the —— sour?
Was the —— hungry?
Where was ——?
Where were ——?

LESSON LXIV

A Poem to Learn

Learn this selection and write it from memory. Your teacher will ask you questions about it.

THE ARROW AND THE SONG

I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong,
That it can follow the flight of song?

Long, long afterward in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.

— Longfellow.

LESSON LXV

The Study of a Picture

1. Give a name to the picture on the opposite page. 2. Does it show an ordinary occasion in school? 3. What seems to be going on? 4. Who are the men seated at the table? 5. What is the master doing? 6. In whom does the interest center and why?

7. What question may have been asked by the committee? How many of the pupils appear to have answered it? 8. Are all equally interested? Give your reasons. 9. What can you say of the conduct of some of the children? 10. What is the girl on the front seat doing? 11. Compare this school-room with your own. 12. How should you like to attend this school? Tell why.

The scene is in Germany, and the artist's name is Omichen. What do you think of his skill?

Exercise. *Write a letter to one of these children about an examination in your school. Tell him (or her) how differently we manage our schools in this country.*

Perhaps you will choose to follow this order:

1. How an American school-room is different from a German school-room. 2. When the examination is held. 3. How the questions are given out. 4. How you answer them.

LESSON LXVI

About Fruits

Exercise 1. *After a conversation lesson, write answers to the following questions:*

1. What kinds of fruit have you seen growing? 2. Which of them grow on trees? 3. Which grow on bushes? 4. Which grow on vines? 5. Tell in what month each kind ripens. 6. Which are sometimes dried for food? 7. What drinks are made from fruits? 8. What kinds are brought from warm countries? 9. Can you name the country from which each comes?

Exercise 2. *Choosing the fruit you like best or know most about, tell the story of its ripening.*

The following questions will suggest some things to say and the order in which to say them: What is the earliest sign which shows that the tree or bush or vine is going to bear? What appears first? When can the fruit first be seen? What does it look like then? How does it grow? What is the first sign of its ripening? How does it look when it is fully ripe?

LESSON LXVII

A Choice of Words

There means *in that place.*
Their means *belonging to them.*
They're means *they are.*

Exercise 1. *Select the right one of these three words to supply in each of the following sentences:*

1. Have you moved —— books?
2. Let them stay ——.
3. —— they come with —— dogs!
4. —— expecting you —— to-day.
5. When were you —— last?
6. —— living —— now with —— friends.

Exercise 2. *To show the use of these words, write six sentences, two for each word.*

Exercise 3. *Write these sentences as they are read:*

Doesn't a cat walk on his toes?
Yes, they're soft as cushions.
Aren't his claws each hidden in a sheath?

It's never too late to mend.
Don't cry if you've done your best
There's another one there.

LESSON LXVIII

Sentence-Making

To amuse a little child, tell the kind of work that each of these persons does. Use a single sentence for each one.

tailor	architect	cobbler	artist	motorman
carpenter	milliner	florist	engineer	printer
barber	cooper	miller	sailor	stenographer

LESSON LXIX

A Fable

Explain what a fable is, and tell one that you know. Give this one in your own way.

JUDGING BY APPEARANCES

A humming-bird met a butterfly. Being pleased with the butterfly's beauty and the glory of his wings, she proposed that they should always be friends. "I cannot think of it," said the butterfly, "as you once spurned me and called me a crawling dolt." "Impossible!" exclaimed the humming-bird; "I always had the highest respect for such beautiful creatures as you." "You may have now," said the butterfly; "but when you insulted me, I was a caterpillar. So let me give you a piece of advice. Never insult the humble: it is rude and unkind; besides, they may be better than they seem."

LESSON LXX

About the Sun

1. What does the sun do for us? 2. Where does the moon get its light? 3. From what, then, does our moonlight really come? 4. How is it that the sun, in the west at night, appears

in the east in the morning? 5. How often does the earth turn around?

6. Does the sun always set exactly in the west? 7. When do we see it more nearly overhead,— in winter, or in summer? 8. In what part of the world is the sun nearly overhead all the time? 9. What kind of climate does this make? 10. In what months do we have our longest days? Our longest nights?

11. When we in the north have summer, what is the season in the southern hemisphere? 12. Is December with us a warm or a cold month? 13. What is it in Australia? 14. In what month do boys skate in that country?

Exercise 1. *Write some of the facts that you have learned about the sun.* Tell what it seems to be — where it seems to go — and what good it does. Write two questions about it that you cannot answer.

Exercise 2. *Think over what you have learned, and study what you have written. Then be ready to stand and talk about the sun.*

Exercise 3. *Learn these stanzas:*

THE SUN'S TRAVELS

The sun is not a-bed, when I
At night upon my pillow lie;
Still round the earth his way he takes,
And morning after morning makes.

While here at home, in shining day,
We round the sunny garden play,
Each little Indian sleepy-head
Is being kissed and put to bed.

And when at eve I rise from tea,
Day dawns beyond the Atlantic Sea;
And all the children in the West
Are getting up and being dressed.

— R. L. Stevenson.

LESSON LXXI

A Description

Exercise 1. *First talk about this picture. Here is a list of the things that may interest you:*

1. The Child: Age — dress — position — his thoughts. 2. The Pump: Its use — the material — the different parts — its shadow — where the water comes from — what brings it up. 3. The Trough: Made of what — by whom and how — of what use — of what use is the iron rod? 4. The Birds: Kind — number — what doing — home.

Exercise 2. *The little boy in the picture, whose name is Richard Anderson, is trying to tame his pigeons. He has been sitting on the trough for ten minutes without moving a muscle. He is pretty stiff and tired and his foot is asleep, but he is happy to think that*

the pigeons are no longer afraid of him. Presently he will write a letter to his friend, Tom Walker, in Palmerville, Iowa, telling him what happened. Write Richard's letter.

LESSON LXXII

"HAS" AND "HAVE"

1. Has the *bell* rung?
2. Have the *bells* rung?
3. One bell *has* rung.
4. Two bells *have* rung.

1. In which of these sentences is only *one* thing spoken of? 2. In which do we speak of *more* than one? 3. When we speak of one bell, do we use *have* or *has*? 4. Which do we use when we speak of more than one bell? 5. When do we use *has*? 6. When do we use *have*?

Exercise 1. *Fill the blanks with singular or plural names:*

1. The —— have come up from the pasture.
2. The old —— has been fed.
3. The —— has gone to sleep.
4. Has the —— been planted?
5. Have the —— blossomed yet?
6. All the —— has been picked.
7. All the —— have been gathered.

Exercise 2. *Use "have a book" or "has a book" with these words:*

we	you	they	Mary
he	she	one	Mary and Susie
I	it	all	everybody

Practice repeating them with the whole list rapidly.

LESSON LXXIII

About this Book

Exercise 1. *Answer these questions orally, and then in writing.* Use short, distinct sentences.

1. How many pages has this book? 2. How many fly leaves? 3. What is the first printed page called? 4. What is the title of this book? 5. Who are the publishers of this book? 6. What do we mean by "publishers"? 7. What does a "Table of Contents" show? 8. How does an "Index" help us? 9. Who provides you with school-books? 10. How should you treat books? Why?

Exercise 2. *Write about some other book in a similar way.* Ask yourself other questions about it, and find out the answers.

LESSON LXXIV

An Old Story

In the time of your great-grandfather almost every child in the United States could repeat this story from memory. Perhaps it is worth learning and telling now.

FABLE OF THE BOY THAT STOLE APPLES

An old man found a rude boy in one of his trees stealing apples, and desired him to come down; but the young sauce-box told him plainly he would not. "Won't you?" said the old man, "then I will fetch you down." So he pulled up some turf or grass and threw it at him. But this only made the youngster laugh, to think the old man should pretend to beat him down from the tree with grass only.

"Well, well," said the old man, "if neither words nor grass will do, I must try what virtue there is in stones" So the old man pelted him heartily with stones, which soon made the young chap hasten down from the tree and beg the old man's pardon.

— Noah Webster

LESSON LXXV

The Squirrel

Before trying to talk or write about "The Squirrel", *see what you can learn by actual study of the animal.*

1. Notice the squirrel's movements among the branches of the trees. 2. How is it fitted for climbing? 3. Can it run rapidly? Why? 4. What is the shape of its tail? 5. What use does it make of it when resting? When jumping? 6. How is it held before jumping? During the jump?

7. Why is it not necessary for a squirrel to have large ears? 8. In what way would large ears be a trouble to it? 9. Why does it need prominent eyes? 10. Where are they placed? 11. From what direction are its enemies likely to come? 12. What are the squirrel's enemies?

13. What is peculiar about the upper lip? 14. What animal has a similar lip? 15. Describe the front teeth. For what are they used? 16. Name an animal having similar teeth. 17. Upon what do squirrels feed?

18. Where do they obtain food in winter? 19. What proves that they do not sleep all winter? 20. Where do squirrels live? 21. Are they useful or troublesome to man? 22. In what ways?

Exercise. *Read this story of the Mexican Squirrel:*

A recent American traveler in Mexico gives a striking instance of the proficiency of squirrels in the art of flying. Some boys had caught a Mexican black squirrel, nearly as large as a cat. It had escaped from them once, and, when pursued, had taken a leap of sixty feet, from the top of a pine-tree down upon the roof of a house, without injury. This feat had led the grandmother of one of the boys to declare that the squirrel was bewitched, and the boys proposed to put the matter to further test by throwing the squirrel down a precipice six hundred feet high. Our trav-

eler interfered, to see that the squirrel had fair play. The prisoner was conveyed in a pillow-slip to the edge of the cliff, and the slip opened, so that he might have his choice, whether to remain a captive or to take the leap. He looked down the awful abyss, and then back and sidewise, — his eyes glistening, his form crouching. Seeing no escape in any other direction, he took a flying leap into space, and fluttered rather than fell into the abyss below. His legs began to work like those of a swimming poodle-dog. but quicker and quicker, while his tail, slightly elevated, spread out like a feather fan. A rabbit of the same weight would have made the trip in about twelve seconds; the squirrel took more than half a minute for it, and landed on a ledge of limestone, where they could see him plainly squat on his hind legs and smooth his ruffled fur, after which he made for the creek with a flourish of his tail, took a good drink, and scampered away into the willow thicket.

— John Burroughs (*adapted*).

A little girl to whom this story was read could hardly wait to hear the end of it. "Oh I can tell a squirrel story as good as that," she said. "And I saw the squirrel with my own eyes." Can you imagine what her story was? Tell it as you think she might have told it.

LESSON LXXVI

The Mountain and the Squirrel

Ralph Waldo Emerson, one of the most distinguished of American writers, was born in Boston, May 25, 1803. He lived nearly fifty years in Concord, Massachusetts, where he died in 1882.

Commit this selection to memory.

The mountain and the squirrel
Had a quarrel,
And the former called the latter
"Little Prig!"

Bun replied,
"You are doubtless very big,
But all sorts of things and weather
Must be taken in together
To make up a year,
And a sphere:
And I think it no disgrace
To occupy my place;
If I'm not so large as you,
You are not so small as I,
And not half so spry;
I'll not deny you make
A very pretty squirrel track.
Talents differ; all is well and wisely put;
If I cannot carry forests on my back,
Neither can you crack a nut."

— R. W. Emerson.

Exercise. *Do you know what the poem means? Suppose the mountain were a big man, the squirrel a little child. What might each say to the other?*

LESSON LXXVII

Names Made Plural by Adding *es*

Spell the plural of —

sled, skate, net, turkey, monarch, muff.

How are names generally made plural?

The following words are made plural by adding *es*. Pronounce their plurals:

glass	box	fez	dish	church
pass	tax	topaz	wish	arch

1. How many syllables are there in the singular of these words? 2. How many in the plural? 3. How do the words in the first column end? 4. In the second? 5. In the third? 6. In the fourth? 7. In the fifth? 8. How would they sound if only *s* were added?

Names ending in s, x, z, sh, or soft ch, form their plural by adding es to the singular.

The possessive of the singular of such words is made in the usual way, by adding *'s*. The plural and the possessive happen to *sound* alike.

Exercise 1. *Read these sentences, and tell which words are singular:*

Listen! Was that a fox's bark?
Three foxes have been caught.
How many Jameses are there in the class?
Charles's family name is Mason.

Could you have told by the sound which words were singular?

Exercise 2. *Spell first the possessive and then the plural of these words:*

grass	lass	Agnes	ostrich
bush	branch	larch	box

Exercise 3. *Use the plural of these same words in sentences.*

Exercise 4. *Write these sentences from dictation;*

Were there boys in the lady's carriage?
Bring Harry's hat and James's coat.
Are these books yours or theirs?
I'm glad that you're here.
He hears you. Here's enough.
Are the churches open on Christmas?

LESSON LXXVIII

A Story to be Retold

Exercise 1. *After hearing your teacher read this story, and some of your classmates tell it, reproduce it in writing, but in what you write let the conversation take place not between Dennis and his master, but between Dennis and his fingers. Find something for each finger to say, including the thumb.*

Review what you have learned about quotations.

"I wish that I had friends to help me on," cried idle Dennis, yawning.

"Friends? Why, you have ten," replied his master.

"I'm sure I haven't half so many, and those that I have are too poor to help me."

"Count your fingers, my boy," said the master.

Dennis looked at his large, strong hands.

"Count thumbs and all," added the master.

"I have; there are ten," said the lad.

"Then never say you have not ten friends able to help you on in life. Try what those true friends can do before you begin to fret because you do not get help from others."

Exercise 2. *Your little brother has found these proverbs in his reading lesson. Not understanding them very well he has brought them to you to be explained. Tell him exactly what they mean.*

Poor Richard says, "God helps them that help themselves."

"God gives every bird its food, but he does not throw it into the nest."

Exercise 3. *Dorothy Clarke went to the city to meet her Aunt Mary. She lost her way in the crowd, and was found by a policeman, who asked her many questions. Write the conversation that occurred. Tell the story as Dorothy told it at home that evening.*

LESSON LXXIX

A Review

Exercise 1

Write a statement about a fish.

Change this statement to a question.

What words are always begun with capitals?

Think of a word pronounced like *vain*. What does it mean? In a statement tell something that you know about it.

Ask a question about the weather yesterday; another about the weather to-morrow. Use a contraction in each sentence.

Exercise 2

What is the difference between a contraction and an abbreviation?

Write a statement telling where a certain doctor lives. Give his name, and the name of the street, the town, and the state, using the proper abbreviations.

Write a statement about a house in your neighborhood, using the possessive of the owner's name.

"He is the son of Mr. Curtis." Rewrite this sentence, using the possessive of *Mr. Curtis*.

In one sentence tell us something you saw on the way to school. Begin the sentence with, There's —

Write a question about something in the school-room, beginning, Is there —

Exercise 3

Write a sentence beginning in this way: Yesterday my father said to me —, or, To-day I heard Frank say —. Use quotation marks.

Use the contraction for *are not* in a sentence about pigeons.

In one sentence tell what happened one afternoon, using *P. M.* and a date.

Write a sentence beginning, When I first came to school the teacher asked me —. Quote the words of the teacher.

LESSON LXXX

Verses to Remember

Commit these selections to memory and then write them:

Be you tempted as you may,
Each day and every day
Speak what is true —
True things in great and small;
Then, though the sky should fall,
Sun, moon, and stars and all,
Heaven would show through.

— Alice Cary.

Spake full well in language quaint and olden,
One who dwelleth by the castled Rhine,
When he called the flowers, so blue and golden,
Stars, that in earth's firmament do shine.

— Longfellow.

LESSON LXXXI

A Conversation About Rain

1. What is it that falls in the form of rain? 2. What is it that floats along in the sky?

3. Where do clouds begin to form? 4. If you were in a mist on a mountain-top, would you call it cloud or fog? 5. Where would you look for fogs?

6. Do rain-drops always fall straight down? 7. Why do they sometimes beat hard against the window-pane? 8. What takes their place in winter?

9. Where does snow never fall? 10. What is the difference between snow and hail? 11. Where do they come from? 12. Then where do they go?

13. Into what do rivers flow? 14. What good does rain do? 15. Did you know that some tribes of people never see a drop of rain?

Exercise. *Write a letter to a child who lives in a country where there is no rain. First think of all the things he will want to know and make a list of them. You will not have time to tell him about everything. Select the things that will interest him most.*

LESSON LXXXII

An Invitation and the Reply

You are to have a picnic next Saturday. Write a letter inviting somebody whom you want to come, and telling the time, the place, and anything else that is necessary. Tell what may be brought for the sports, and what is to be done if it rains.

Exercise 1. *Write the letter as if you were talking.*

Suppose the friend whom you invited has recently sprained an ankle while playing. A letter tells just how it happened, and how sorry the writer feels not to be able to attend your party. It suggests two games to be played, and invites you to bring your company to the writer's house, in case it rains, where everything will be ready for a pleasant party.

Exercise 2. *Write the letter that might be sent under the circumstances.*

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ORIOLE'S NEST

LESSON LXXXIII

THE BALTIMORE ORIOLE

This lesson should be given in the proper season, and after actual study of the oriole.

1. What are the colors of this bird? 2. For whom is it named? 3. *Oriole* comes from a Latin word meaning golden. Why is this bird called the oriole? 4. What leads us to think it is a tropical bird? 5. How early in the spring do orioles come? 6. In what trees do they build their nests?

7. What is the shape of an oriole's nest? 8. Why is it made so deep? 9. Of what is it made? 10. What does the bird use for a needle in weaving the nest? 11. Which bird does the weaving, the male or the female?

12. For what purpose does a bird build a nest? 13. Which of the pair sits upon the eggs? 14. Which is brighter in

color? 15. Why is the bird not easily seen when sitting in the nest? 16. At what season can you find the nests most easily?

17. Which bird is the better singer? 18. Where are orioles in winter? 19. Why do they go away? 20. Upon what do they feed?

THE SWALLOWS' NEST

They'll come again to the
apple-tree,—
Robin and all the rest,—
When the orchard branches
are fair to see,
In the snow of the blossoms
dressed,
And the prettiest thing in
the world will be
The building of the nest.

Exercise. *An oriole explains to a swallow how a nest should be built. He does not like the swallow's style of house; thinks his own is much better; calls attention to its advantages in different kinds of weather.*

LESSON LXXXIV

How to Write Titles of Books, Etc.

I am sure you will enjoy "Robinson Crusoe."
Have you ever read "Seven Little Sisters"?
Do you take "The Youth's Companion"?

Her composition was on "Tame Animals I have Known."

1. What two books are named in these sentences? 2. What paper? 3. What composition title is given? 4. How are all these names, or titles, inclosed? 5. Do all the words in these titles begin with capitals? 6. Which words do begin with capitals?

The principal words in the titles of books should begin with capitals.

When used in sentences, the titles of books are usually inclosed in quotation-marks.

Exercise. *Write answers to the following questions in distinct sentences:*

1. What is the name of the last book that you read?
2. What arithmetic do you use?
3. What newspaper do you have at home?
4. What was the subject of your last language lesson?
5. What is the largest book that you have ever seen?
6. What children's magazines have you seen?

LESSON LXXXV

Words that have Nearly the Same Meaning

You have made a hop-skip-and-jump or watched others make it. What is the difference between the *hop* and the *skip?* Between the *hop* and the *jump?* Between the *skip* and the *jump?* Could you say "a hop-skip-and-leap"? What is the difference between a *jump* and a *leap?* If a cannon went off behind you unexpectedly would you *jump* or *leap?*

When a new pupil comes into the room, you may *look* at him, but you must not *stare* at him.

What is the difference between *looking* and *staring?*

Watch the leaves of different trees when the wind is blowing through them. Some leaves *shake*, some *tremble*, some *quiver*. What is the difference?

If you should go out in a cold wind without your coat, would you *shake*, or *shiver*, or *quiver?* What is the difference?

Supply the right word in the following sentences:

The top goes round and round; watch it ——.

The dry leaves go round and round; watch them ——.

A man who is carrying two bundles under his arm drops both of them on the sidewalk. One of them falls with a *crash*, the other with a *clatter*. What is in the bundles?

What do you do when you *throw* a stone? What do you do when you *fling* it?

In which of the following sentences would you use the word *horse?* In which the word *steed?* Why?

Dr. Carson drives an old gray ——.

The warrior mounted his fiery ——.

Is a fox who steals a chicken out of a guarded hen-roost *bold* or *brave?* Can you think of any wild animal that is *brave?* What might a dog do to show that he is *brave?*

What pictures do you see as you read the following? Does *dancing* call up a different picture from *capering? smooth* from *slippery? walking* from *striding? strikes* from *pounds?* What is the difference in each case?

1. The children are *dancing* on the lawn.
   The children are *capering* on the lawn.
2. The ice on the pond is *smooth.*
   The ice on the pond is *slippery.*
3. John is *walking* down the street.
   John is *striding* down the street.

4. When dinner is ready a waiter comes to the front door, and *strikes* a gong.

When dinner is ready a waiter comes to the front door, and *pounds* a gong.

Words that have nearly the same meaning are called synonyms.

LESSON LXXXVI

"HASN'T" OR "HAVEN'T"

Of what is *hasn't* a contraction? What is the contraction for *have not?*

Exercise 1. *Fill the blanks with* **hasn't** *or* **haven't:**

Has he enough? No, he —— enough.
Have they come? No, they —— come.
Have you heard? No, I —— heard.
Has she done it? No, she —— done it.

Exercise 2. *Ask questions about the following, using* **hasn't** *or* **haven't:**

flowers	it	stars	oil	beets
clouds	ice	houses	ship	forest

Exercise 3. *Change* **have** *to* **has** *and* **has** *to* **have** *in these sentences, and make other changes, if any are needed:*

1. The spider has eight legs.
2. Whales have warm blood.
3. A fish has cold blood.

4. Butterflies have four wings.
5. Plants have roots, stems, and branches.
6. A fern has no flowers.
7. Bicycles have but two wheels.

LESSON LXXXVII

Study of a Leaf (held in the hand)

1. What is its color? 2. Is it the same on both sides? 3. Which side is darker? 4. Which is the upper or sunny side? 5. Is it a thick leaf or a thin one? 6. Is it glossy or dull? 7. Is the surface rough or smooth? 8. Can you see what makes it rough? 9. Is the leaf blunt or pointed at the top? 10. What is its shape at the base? What is the base of a leaf? 11. Is the margin even and smooth? Is it scalloped, or wavy, or notched? 12. Compare the edges of several leaves of different kinds. 13. Which are compound and which are simple leaves? Of which kind is yours?

Exercise. *Describe a leaf so that the rest of the class, without seeing it, can make a picture of it.*

LESSON LXXXVIII

Plural Names Ending in "ies."

1. What is the plural of these words? What letter does the *y* follow?

day ray key valley boy toy guy

The letters *a*, *e*, *i*, *o*, *u*, and sometimes *w* and *y*, are called *vowels*. The other nineteen letters of the alphabet are *consonants*.

2. What are the last two letters in the following words?

3. Should you say that the *y* in them comes after a *vowel* or after a *consonant?*

ruby lady fly story duty

The plural of these words is

rubies ladies flies stories duties

4. To what is the *y* in *lady* changed to make the plural *ladies?*

5. How is it changed in the other words?

Exercise 1. *Write the plural of these words by changing* **y** *to ies:*

berry	lily	fairy	city	lady
pony	enemy	sty	ditty	story
cherry	cry	body	jelly	dairy
daisy	tidy	reply	fly	duty

Exercise 2. *Try to use the plural of ten of these words in sentences.*

Words ending in y after a consonant are made plural by changing y to ies.

Exercise 3. *Write these sentences as they are read:*

Did you thank Mrs. Lane for the cherries, Alice?
Yes, mother, I said, "Thank you, ma'am."
I should have said, "Thank you, Mrs. Lane."
Do such lilies grow in the valleys?
The tallest chimneys are in cities.

LESSON LXXXIX

Our Country's Flag

Francis Scott Key, author of the most famous of American national songs, was born in Frederick, Maryland, in 1779, and died in Washington, D. C., in 1843. He was educated at St. John's College, Annapolis, Maryland. Having taken up the practice of the law, he became in time District Attorney of Washington. When the British bombarded Fort McHenry in 1814, Key was a prisoner on the British frigate "Surprise." Throughout the night he anxiously watched the flag on the fort, and rejoiced when he saw it still floating. The next morning he wrote "The Star-Spangled Banner" on the back of an old letter.

THE STAR–SPANGLED BANNER

O say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming —
Whose broad stripes and bright stars, through the clouds of the fight,
O'er the ramparts we watched were so gallantly streaming!
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there;
O! say, does that star-spangled banner yet wave
O'er the land of the free, and the home of the brave?

On that shore dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, now conceals, now discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines on the stream;
'Tis the star-spangled banner; O long may it wave
O'er the land of the free, and the home of the brave!

Exercise 1. *You will find many pictures of flags in the front of the big dictionary. Find one that is like ours, and another that is very different from ours. Point out the likenesses and differences.*

Exercise 2. *Many of the children of other nations have never seen the American flag. Describe it for a French or German child.*

Make several paragraphs of what you write, and observe the following order unless you can find a better one:

1. Material; shape; size; colors.
2. Parts: field, stars, stripes.
3. Number of stripes accounted for; number of stars.
4. Uses; emblem of what?
5. Various names given to it; feelings at sight of it.
6. Flags on school-houses; where? why?
7. The Flag Salute; its meaning.

Exercise 3. *Notice which of these verses begin farther from the margin than others, and write them so when learned. Verses that rhyme generally have the same indentions.*

Flag of the heroes who left us their glory,
  Borne through their battle-field's thunder and flame,
Blazoned in song and illumined in story,
  Wave o'er us all who inherit their fame.
    Up with our banner bright,
    Sprinkled with starry light!
Spread its fair emblems from mountain to shore,
  While through the sounding sky
  Loud rings the nation's cry.
Union and Liberty, one evermore!

—O. W. Holmes.

THE FLAG SALUTE

I pledge allegiance to my Flag and to the Republic for which it stands, — one nation, indivisible, with liberty and justice for all.

LESSON XC

SENTENCE-MAKING

After a conversation, tell in a single sentence something about each of these objects:

postage stamp	post-office	telegram	postage
postal card	postman	letter-box	mail

LESSON XCI

A POEM TO LEARN

THE CLOUD

I bring fresh showers for the thirsting flowers,
From the seas and the streams;
I bear light shade for the leaves when laid
In their noonday dreams.

From my wings are shaken the dews that waken
The sweet buds every one,
When rocked to rest on their mother's breast
As she dances about the sun.

I sift the snow on the mountains below,
And their great pines groan aghast;
And all the night 'tis my pillow white,
While I sleep in the arms of the blast.

I am the daughter of earth and water,
And the nursling of the sky;
I pass through the pores of the ocean and shores,
I change, but I cannot die.

— Percy Bysshe Shelley.

Exercise. *Make a study of this poem, answering your teacher's questions about it.*

LESSON XCII

More Contractions

For what expressions are these the contractions? What letters are omitted? Use these contractions in statements or in questions.

we've	he'll	wouldn't	didn't
that's	you'll	they'll	'twâsn't
I'll	you've	where's	shouldn't
I've	'twill	couldn't	let's

LESSON XCIII

Plural Possessives

lady's	clerks	tailor's	birds
ladies	clerk's	tailors	bird's

1. With what letter do most plural names end? 2. Tell which of these names mean more than one. 3. Which show that only one is meant? 4. For what is *'s* used?

The store belonging to my brother is closed.
My brother's store is closed.
The store belonging to my brothers is open.
My brothers' store is open.

5. What difference do you see in the meaning of the first and second sentences? 6. In that of the third and fourth?

7. Who owns the store that is closed? 8. Who the one that is open? 9. How many owners has the first? The second? 10. What is the difference between *brother's* and *brothers'*? 11. Which is singular? Which plural?

Exercise 1. *Tell whether these objects have one owner or more than one:*

the girl's sled	my uncle's children	the bird's nest
the girls' sled	my uncles' children	the birds' nest

Plural names ending in s are made possessive by adding the apostrophe only.

Exercise 2. *Tell whether these are singular or plural possessives and why:*

lady's	merchants'	baker's	lions'
ladies'	merchant's	bakers'	crow's
swans'	Indians'	farmers'	sons'

LESSON XCIV

A Picture Story

Answer these questions: [See p. 91.]

What are the names of the children? From what place did they set out? Where are they going? What is the basket for? Who proposed carrying the youngest child in it? What did the others say? How long have the two older children been carrying their burden? What does the boy think about it? What will he say presently?

Exercise. *When they return home the boy tells all about what they did. Write this story, telling what each one said. How will you begin it? How will you end it?*

A HEAVY LOAD

LESSON XCV

A Talk about Gems

1. What precious stones can you mention by name? 2. Which do you know at sight? 3. Mention two uses for diamonds. 4. Of what color are they? 5. Why are they valued? 6. Where are they found, and how do they look before they are cut? 7. What is a lapidary? 8. From what are pearls obtained? 9. What metals are used in the setting of jewels?

Exercise 1. *Choosing the precious stone you like best, give an order to a jeweler for buying it and setting it in a ring. You must tell him the size, the color, the shape, and the way in which it is to be set.*

Exercise 2. *Commit the following stanza to memory:*

A million little diamonds
Twinkled on the trees;
And all the little maidens said,
"A jewel if you please!"
But while they held their hands outstretched
To catch the diamonds gay,
A million little sunbeams came
And stole them all away.

LESSON XCVI

Meanings of Words

A child in your school who is too young to use the big dictionary, wants to know what these words mean. Make a

little dictionary for him. Arrange the words in alphabetical order, and in a sentence tell what each article is.

beef	mutton	venison	pork	tallow
hay	maize	raisins	cider	cream

LESSON XCVII

Synonyms

Birds sometimes *chirp*, they sometimes *twitter*, they sometimes *sing*. What is the difference?

Two pictures hang on the wall. Both are moonlight scenes, but in one the moon shines *brightly*, in the other it shines *brilliantly*. How are the scenes unlike?

Some steam-whistles *toot*, some *scream*, some *shriek*. How do the sounds differ?

What fruits or substances are *sour?* What are *tart?*

Monday you walked down the *street*, Wednesday you walked down the *road*. Where were you on each day?

Two bells are sounding. One *tinkles*, the other *clangs*. What kind of bell is each?

A man drives across a railway track when he knows that an express train is coming not far away. Is he *careless* or *reckless?*

Is a cat *timid* or *cautious?*

Is a grizzly bear *awkward* or *clumsy?*

LESSON XCVIII

A Story to Write

Write this story after hearing it read once.

CONTENTMENT

A generous old man, who had many acres of land, once put up this sign near the edge of a field: "I will give this field to whoever is happy and contented."

Presently some one applied to him, and the old man asked: "So you are a contented person, are you?" — "I am, sir, perfectly," was the reply. "Then why do you want my field?"

LESSON XCIX

Domestic Fowls

Exercise 1. *Answer the following questions in a talk with your class and your teacher.*

1. Mention in a sentence three domestic fowls that you know about. 2. How do they compare in size? 3. In what respects do they differ? 4. How do they differ in color? 5. Which are stronger — their wings or their legs? 6. What kinds of food does each eat? 7. Where do they get their food? 8. How would you describe their cries or the noises they make? 9. Where and in what position do they spend the night? 10. How is each useful to man? 11. Which do you think is the most valuable? Why?

Exercise 2. *Think of all the kinds of fowls that you have ever seen, and of the sounds that each one makes. Then write the name of each fowl, the cries or noises that it makes, and the meaning of the cry.*

LESSON C

For the Memory

Copy these verses, learn them, and later write from memory.

We must not hope to be mowers,
And to gather the ripe golden ears,
Unless we first have been sowers
And watered the flowers with tears.

It is not just as we take it,
This wonderful world of ours,
Life's field will yield as we make it,
A harvest of thorns or of flowers.

LESSON CI

Commas in a Series of Words

Our flag is red, white, and blue.
Grocers sell tea, sugar, rice, and flour.
Farmers plow, and plant, and reap.
Men, women, and children make the nation.

1. What three words tell the color of the flag? 2. Are they words of the same kind? 3. Are they all used in the same way? 4. In the second sentence, which words are used alike? 5. Taken all together, what do they show to us?

Three or more words of the same kind used in the same way in a sentence make a **series** of words.

6. What series of words shows what farmers do? 7. Are they words of the same kind and used in the same way? 8. How are they separated? 9. What series is in the fourth sentence? 10. What does this series show? 11. Why do we call these words a *series?* 12. How are they separated?

The words of a series are kept separate by commas.

Exercise. *Write answers to each of the following questions, using a series of words in each sentence:*

What four things may you do in school?
What can you buy at a furniture store?
What does the carpenter build?

FEEDING HER BIRDS

What tools does a carpenter use?
Of what materials may a house be made?
What are called the primary colors?
What are the cardinal points of the compass?
What are the duties of a gardener?

LESSON CII

The Study of a Picture

1. Do you think "Feeding Her Birds" a good title for this picture by the French artist, Millet? Why? 2. Where is the birds' nest? 3. Which of the three birds interests you most? Why? 4. Are the parents rich or poor? Why do you think so? 5. Can you see the father? 6. Does he help in feeding the birds? 7. Do you think the children care for one another? What makes you think so? 8. Write a remark that each child might make.

Exercise. *Notice the chicken that is coming from the corner of the house. What does it want? When it is near what will it do? What will the children say? Perhaps you can tell a little story about* "The Last Spoonful."

Try to find other pictures by this artist. In what respect are they alike? Which is your favorite among them? The artist's life is very interesting. Try to find something about it.

LESSON CIII

Plural Possessives

1. What is added to a singular name to make it possessive? 2. What is added to make it plural? 3. How are plural names made possessive?

Change these expressions so that the possessive shall be plural as well as possessive.

Explain each change in this way: "That *boy's* skates" means "The skates belonging to that boy." "Those *boys'* skates" means "The skates belonging to those boys."

my friend's horse	that thief's name	the hero's hope
the doctor's eye	the lily's bell	the mosquito's sting
the fish's fins	the baby's mother	the wolf's den

Exercise. *Write the following at dictation:*

My sisters' birthdays come in October.

That old soldier's stories are interesting.

LESSON CIV

"WHO'S" AND "WHOSE"

Who's is a contraction of *who is.*

Whose asks *to whom* a thing belongs. Thus:

Who's going to the river to-day?

Whose apron is this? — This means *to whom* does the apron belong?

Exercise 1. *Supply* **who's** *or* **whose,** *and tell why you choose as you do.*

1. Do you know —— playing at first base?
2. —— turn is it to go to the bat?
3. —— house is that on the hill?
4. —— the owner of that house?
5. Tell me —— singing you like best.
6. Tell me —— waiting at the station.

Exercise 2. *Write three sentences using* **whose,** *and three using* **who's.** *Do not begin two sentences in the same way.*

LESSON CV

The Five Senses

After a class conversation on the subject, make use of the following questions in an oral exercise.

The Five Senses. — 1. What are they? 2. What is the special organ of each? 3. What pleasure or enjoyment does each one give us? 4. Which one is most precious? 5. Give your reason.

6. In what way may each of the senses be injured? 7. In what way may they be made more acute? 8. Mention certain animals in which some one sense is unusually strong. 9. Of what special value is it to them?

10. Why are those who are born deaf also mute? 11. In what way is defective sight aided? 12. How do the blind read? 13. Tell something about Helen Kellar.

Exercise. *Write a conversation between a man and a bear. Each tries to show that a certain one of the senses is more valuable to him than the rest. Which one will the man choose? Which one will the bear choose? To learn about the bear's senses read Ernest Thompson-Seton's* "Story of a Grizzly."

LESSON CVI

Meanings of Words

Exercise 1. *Learn what these things are from the dictionary or by asking questions, if you do not know; then define in written sentences:*

prunes	sugar	cork	dough	bacon
wine	acorns	straw	lard	ham

Exercise 2. *Try to tell where these articles are produced. Tell some of the uses of cork and straw.*

LESSON CVII

The Fountain

James Russell Lowell was born at "Elmwood," Cambridge, Massachusetts, on Washington's birthday in 1819. He was graduated from Harvard in 1838. After a few years spent in the study and practice of law, he devoted his life to literary pursuits. He succeeded Longfellow as professor at Harvard. He represented our country in Spain, and later in England. He died in 1891 at "Elmwood," where most of his life had been spent.

THE FOUNTAIN

Into the sunshine,
  Full of the light,
Leaping and flashing
  From morn till night;

Into the moonlight,
  Whiter than snow,
Waving so flower-like
  When the winds blow;

Into the starlight,
  Rushing in spray,
Happy at midnight,
  Happy by day;

Ever in motion,
  Blithesome and cheery,
Still climbing heavenward,
  Never aweary;

Glad of all weather,
  Still seeming best,
Upward or downward,
  Motion thy rest;

Full of a nature
  Nothing can tame,
Changed every moment,
  Ever the same;

Ceaseless aspiring,
  Ceaseless content,
Darkness or sunshine
  Thy element;

Glorious fountain,
  Let my heart be
Fresh, changeful, constant,
  Upward, like thee!

Exercise 1. *Tell the meaning of* blithesome, aspiring, element. *What is meant by* "motion thy rest?" *How can a fountain change every moment and yet be ever the same? Why should the poet wish his heart to be like the fountain?*

Exercise 2. *Copy this stanza and commit it to memory.*

FREEDOM

They are slaves who fear to speak
For the fallen and the weak;
They are slaves who will not choose
Hatred, scoffing, and abuse,

Rather than in silence shrink
From the truth they needs must think;
They are slaves who dare not be
In the right with two or three.

LESSON CVIII

A Talk about Plants

1. Mention something that lives in the air. On land. In water. 2. Do any plants live in water? Do any live in air? 3. Mention the largest and the smallest plants that you know. 4. Is the grass on a lawn one spreading plant, or many close together? 5. What leafless plants grow on rocks or on the bark of trees?

6. What is the root? 7. What is the part just above the ground? 8. What other parts can you name? 9. What is an unopened flower?

10. Do plants have a limited time of life? 11. Find out some common plants that live only two years. Only one year. 12. Can you tell about some trees or other plants — how long they live?

Exercise. *If you were to make a garden of your own, what plants would you select for it? How would you arrange them. Describe your garden as you think it would appear when the plants had grown up.*

LESSON CIX

Sixteen Plurals in "ves"

Most names ending in *f* or *fe* add simply *s* to make the plural. As, —

griefs reefs fifes strifes

Sixteen common names ending in *f* or *fe* make their plurals by changing the *f* or *fe* to *ves*. They are, —

calf . . calves	thief . . thieves	wolf . . wolves
half . . halves	elf . . . elves	wife . . wives
staff . . staves	self . . . selves	loaf . . loaves
beef . . beeves	shelf . . . shelves	wharf . . wharves
leaf . . leaves	knife . . knives	
sheaf . . sheaves	life . . . lives	

Exercise. *Learn these plurals, think what they mean, and use each of them in a sentence.*

LESSON CX

Divided Quotations

"Which of you," asked Mr. Brown, "can tell what a palace is?"

"I think," said Edna, "that a palace is a king's house."

1. Read the question that Mr. Brown asked. 2. Into how many parts is it divided? By what? 3. How is each part inclosed? 4. What is it that we put into quotation-marks? 5. Why are not the words *asked Mr. Brown* inclosed in quotation-marks?

6. Read the second quotation. 7. What words divide it into parts? 8. How are these words separated from the rest of the sentence?

When a quotation is divided into two parts by other words, each part must be inclosed in quotation-marks, and separated from the rest of the sentence by a comma.

Exercise 1. *Write the examples that follow as divided quotations by changing the place of such expressions as* he said. *Thus:*

"We shall go if it does not rain," he said.

"We shall go," he said, "if it does not rain."

1. "Run up the flag, for our side has won," Tom shouted.
2. "Follow the left-hand road and you will find the spring," answered the guide.
3. "How long it is since the train started!" sighed Harry.
4. "What is the use of the ship's rudder?" we asked.
5. The proverb says, "Where there's a will, there's a way."

Exercise 2. *Write from Dictation* —

"Come again," said he, "when you can stay longer."

"Mother," little Clara asked, "are the stars angels' eyes?"

"No, my darling," answered her mother, "they are great suns like ours."

"Young men," said Cæsar, "hear an old man to whom old men hearkened when he was young."

LESSON CXI

To be Learned

WINTER AND SPRING-TIME

"When I shake my hoary tresses,"
Said the old man, darkly frowning,
"All the land with snow is covered;
All the leaves from all the branches
Fall and fade and die and wither,
For I breathe, and lo! they are not.
From the waters and the marshes
Rise the wild-goose and the heron,
Fly away to distant regions,
For I speak, and lo! they are not.
And where'er my footsteps wander,

All the wild beasts of the forest
Hide themselves in holes and caverns,
And the earth becomes as flintstone!"
"When I shake my flowing ringlets,"
Said the young man, softly laughing,
"Showers of rain fall warm and welcome,
Plants lift up their heads rejoicing,
Back into their lakes and marshes
Come the wild-goose and the heron,
Homeward shoots the arrowy swallow,
Sing the bluebird and the robin,
And where'er my footsteps wander,
All the meadows wave with blossoms,
All the woodlands ring with music,
All the trees are dark with foliage!"

— LONGFELLOW, *Hiawatha.*

LESSON CXII

ABOUT WINDOWS

Tell what you know about "Windows," *after examining those in your schoolroom and talking about them.*

1. How many are there? 2. What is their use? 3. Why are they opened? 4. What part is raised or lowered? 5. In what do the sashes move? 6. What keeps the window open? 7. How many panes of glass are in each sash? 8. How are they fastened in? 9. What are the mullions? 10. Why do we call glass transparent? 11. What is a glazier?

On the next page is a picture of a beautiful window in a famous cathedral in France. Have you ever seen a window like it? Of

ROSE WINDOW IN RHEIMS CATHEDRAL

what use do you think it is? How is it different from the windows in the school-room? How would the school-room look if all the windows were of this kind? Imagine yourself visiting the cathedral and looking at this window from the inside when the sun is shining through it. Write a brief description of it for some one who has never seen such a window.

LESSON CXIII

For Dictation

"How old are you, my little fellow?" said Mr. Whittemore, the superintendent, to a lad who entered his office January 1, 1906. "I'm nine years old," replied the boy, "and I go to the Longfellow School."

"I can spell separate, gallon, believe, measles, receive, and advertise," said Thomas, a pupil in the Emerson School, "and Wednesday, too, I think."

"My son, hear the instruction of thy father," is a quotation from the Bible.

"There's no time for William's piece," said the teacher.

The President said, "Peace does not appear so distant as it did."

"Peace does not appear so distant as it did," said the President.

"Peace," said the President, "does not appear so distant as it did."

LESSON CXIV

SYNONYMS

Would you call the window in Lesson 112 *pretty* or *beautiful?* Why? Can you mention something that is pretty but not beautiful? Something that is beautiful but not pretty?

Would you call the children in Lesson 14 *glad* or *happy?* Why?

Is the boy in Lesson 71 *tired* or *weary?* Is there any difference in the meaning of these words?

Is there any difference between going to school *promptly* and going *quickly?*

Can you think of any other word that might be used instead of *fiercely* in the following sentence?

The bear growled *fiercely*, but did not touch the little boy.

Find as many words as you can to fill the blank in this sentence:

The children in the next room made such a —— that I could hardly hear myself think.

Which of the following words would you use to fill the blanks in the sentences below?

twinkle shine glisten glimmer sparkle

The dewdrops —— in the sun like diamonds.

Far off we saw a faint light —— through the trees.

After a shower the wet leaves —— in the sunlight.

Thousand of stars —— in the frosty sky.

"Please move out of my way," said the sun to the clouds "and let me —— on the flowers."

LESSON CXV

Nine Plurals Without "s"

Nine common names form their plurals *without* *s*. They are, —

man . . men	ox . . . . oxen	tooth . . . teeth
woman . women	goose . . . geese	mouse . . . mice
child . . children	foot . . . feet	louse . . . lice

Exercise 1. *Make sentences, using two of the preceding words in each sentence.*

Most names ending in *o* are made plural by adding *s;* some common ones, however, add *es* to form the plural.

Exercise 2. *Learn to spell the following plurals. Then use each in a sentence.*

cargoes	heroes	negroes	torpedoes	pianos
calicoes	mosquitoes	potatoes	volcanoes	solos
echoes	mottoes	tomatoes	grottos	zeros

Exercise 3. *Change the first name in each of these sentences from singular to plural and then change the other words as may be necessary:*

The man has paid his tax.
One lily has blossomed.
The wolf was shot by the hunter.
The calf will become an ox.
Even a child may be a hero.
The caterpillar becomes a butterfly.
That chimney has a crooked flue.

LESSON CXVI

A Picture Study

AN ENGLISH FARM-YARD SCENE

This picture is from a painting by the English artist, Herring.

Exercise 1. *Make a study of the picture, and tell all you can about it.*

These questions may help you:

1. What season of the year is represented? Give your reason. 2. What time of the day? Why do you think so? 3. How many groups of animals are shown, and of what kinds? 4. What are the horses eating? 5. Which interests you most, and why? 6. In what way are these animals useful to man? 7. Which of the buildings is the farmer's dwelling? 8. Is this farmer probably kind and humane? Give your reason.

Exercise 2. *The farmer will come from the house presently to put the horses into the stable. What will he say to each of them? Give names to the horses, and tell how each one will act. What will the pigs and pigeons do? Describe the scene as you might see it from the little porch at the back of the house. You may call it* "A Commotion in the Farm-yard."

LESSON CXVII

Possessives

1. How do most plurals end? 2. How do most plurals form the possessive? 3. What are the nine names that form their plural without *s*? 4. Give their plurals.

The "nine plurals without *s*" are made to show possession by adding *'s*, just as in the singular.

Which of these objects are spoken of as having more than one owner? —

a man's boot	children's hands
men's hats	an ox's yoke
a woman's shoes	oxen's horns
women's gloves	a goose's foot
a child's hands	the mouse's nest

In making names possessive we add only the apostrophe to plural names ending in s; but to all other names we add 's.

Exercise 1. *About each of these words ask yourself, first, "Is it plural?" second, "Does it end in s?" and then write its possessive.*

girls	monkeys	ladies	milkmen	Mr. Foss
women	altos	oxen	banjos	thieves
wife	Charles	foxes	children	buffaloes

Exercise 2. *In one column write the singular of these words, and in another write their plural; then change all the words in both columns into possessives:*

gentleman; lady; boys; girls; women; child; fairy; negro; calf; hero; church; donkey; lily; Germans; enemy; Englishman; sheep; ostrich.

Exercise 3. *Change singular words to plural words.*

My brother's wife is my sister-in-law.
The hero's victory was celebrated in the city.

LESSON CXVIII

Houses

Exercise 1. *Observe the houses that you pass on your way to school; ask and talk all about the materials used in building them.*

1. What are houses? 2. Of what three materials are they most often made? 3. Of what kinds of wood? 4. Where do we get the wood? 5. Of what kinds of stone? 6. Where are the quarries? 7. Of what are bricks made? 8. How are they joined together? 9. Of what is mortar made? 10. With what are roofs covered? 11. Why are houses painted? 12. What metals are used in building, and for what purposes?

Exercise 2. *Select a certain house that you noticed particularly. Describe it so accurately that your classmates would be able by the aid of your description alone to pick it out from the other houses on the street.*

You may follow this order, making three paragraphs: 1. Size — shape — materials. 2. Porch — windows — roof. 3. Ornaments.

LESSON CXIX

About Shoes

A SHOE SHOP

1. Do all tribes and peoples wear shoes? 2. What strange kinds have you ever seen? 3. Of what were they made? 4. Of what are our shoes made? 5. Name the several parts of a shoe. 6. How are they fastened together? 7. Name several different kinds of shoes. 8. What are overshoes? 9. Of what are they made? 10. Where does this substance come from? 11. What animals wear shoes? Why? 12. How many shoes does a horse wear? An ox? 13. Why does one need more shoes than the other?

14. Examine the picture on p. 112. What does each person seem to be doing? 15. What are the objects on the walls? 16. Were your shoes made in a shop like that? If not, where and how were they made?

Exercise. *To amuse a little child, make up a story of an old shoe. It may be a man's shoe or a horseshoe. Tell where the material came from, how it was fashioned, and what adventures it has had. The shoe may tell its own story.*

LESSON CXX

"NOT" AND "NO"

No means *not any.*
Nothing means *not any* thing.
Nobody means *not any* body.
No one or *none* means *not any* one.

When we use *not* in a sentence, we must use no other word that has *not any* in its meaning. Say—

Do *not* make *any* mistakes, or Make *no* mistakes.

Never say "*Don't* make *no* mistakes," for that means "Do *not* make *not any* mistakes."

Do not use "no" after "not" in the same expression.

Exercise 1. *From the following words fill each blank so that both sentences shall have the same meaning. Thus:*

"I have *no* money" means "I have *not any* money."

nothing	nobody	no one	no	not
anything	anybody	any one	any	none

Exercise 2. *Read aloud the first column of sentences: then the second, filling the blanks with suitable words.*

1. I don't want —— work, *or* I want —— work.
2. I have seen —— one, *or* I haven't seen ——.
3. He isn't doing ——, *or* He is doing ——.
4. He knows ——, *or* He does not know ——.
5. He never said ——, *or* He always said ——.
6. He has —— pain, *or* He hasn't —— pain.
7. I've called —— body, *or* I haven't called ——.
8. We have lost ——, *or* We have —— lost —— thing.
9. I haven't ——, *or* I have ——.
10. Haven't you —— thing? *or* Have you ——?

LESSON CXXI

My School-house

Exercise 1. *Tell all you can about your school-house. Some of the things you should speak of are the following:*

Where it is; what its surroundings are; size of grounds; when built; of what materials; the size; height; kind of roof; entrances; number of rooms and halls; kind of wood used in finishing; how heated, ventilated, ornamented.

Exercise 2. *Could the school-house be improved in any way? Think of some one thing which you would change if you were rebuilding it.* State this in writing, as if you were making out instructions for a builder.

Exercise 3. *Compare a school-house and a church. Tell how they are alike and how they differ.*

LESSON CXXII

Two Letters

Exercise 1. A friend is coming from another place to visit your school. Write a letter to tell him how to find the school building. You must first give him careful instructions how to reach it from the station, then how to recognize it when he comes to it. He will wish also to know how to find your room. You may make three paragraphs.

Exercise 2. Suppose that a letter from your aunt tells you that the "St. Nicholas" is to be sent to you for a year as a birthday present. Answer her letter, thanking her for the gift, and telling her how you hope to profit by it.

LESSON CXXIII

Study of Trees

Exercise 1. *Read this lesson through; then, during the next two or three days, look sharply at such trees as you see, learn what you can about them, and be prepared to answer these questions:*

1. What is a forest? 2. What is a grove? 3. What kinds of shade-trees grow in your town? 4. Which are brightest in autumn? 5. Name one that has a tall, straight stem. 6. Where do the branches commonly begin? 7. Mention a kind whose main trunk stops short, and divides into branches. 8. What differences have you noticed in the barks of common trees? 9. What must a plant have, in order to be called a tree? 10. How old a tree have you seen?

Exercise 2. *Compare the various kinds of trees that you pass on your way to school as to trunks, leaves, and branching. Which are the most valuable and why?*

Exercise 3. *Write a conversation between a plow-horse and an oak-tree.*

The horse boasts of his industry and his usefulness to man, and asks what the oak-tree has ever done except to stand idly in the field. The following stanzas will suggest what the oak-tree says in reply.

What do we plant when we plant the tree?
We plant the ship, which will cross the sea;
We plant the mast to carry the sails;
We plant the plank to withstand the gales;
The keel, the keelson, and beam and knee;
We plant the ship when we plant the tree.

What do we plant when we plant the tree?
We plant the houses for you and me;
We plant the rafters, the shingles, the floors,
We plant the studding, the lath, the doors,
The beams and siding, all parts that be;
We plant the house when we plant the tree.

What do we plant when we plant the tree?
A thousand things that we daily see.
We plant the spire that out-towers the crag,
We plant the staff for our country's flag.
We plant the shade, from the hot sun free;
We plant all these when we plant the tree.

LESSON CXXIV

A Story to Write

Write the following story from dictation:

THE PATIENCE FLOWER

Annie and May were walking to the town. It lay four miles from their village. Each carried a basket of fruit which she hoped to sell. Annie looked unhappy. She sighed, and even grumbled. May talked brightly, and laughed, and looked merry. Annie said: "How can you laugh? — such heavy baskets, and you no stronger than I." "O," said May, "I slipped into my basket a tiny plant that makes it feel very light." "That must be precious. What is it?" Annie asked; "and where can I get some?" "If you please, it's the Patience flower," May answered; "it grows wherever you let it."

LESSON CXXV

Practice in using Possessives

Exercise 1. *What is the work or business of each of the following persons? Use the possessive form of the word in your answer.*

boatman	physician	salesmen	merchant
minister	expressmen	carpenter	laundryman
postman	miner	iceman	conductor

Exercise 2. *Use first the possessive, and then the simple plural form, in giving the native land of these persons, as follows:*

The Dutchman's native land is Holland. Dutchmen live in Holland.

Greek	Dane	Irishman	Scotchman
Welshman	Spaniard	Italian	Portuguese

LESSON CXXVI

Synonyms

generous	courage	wastes	copies	huge	way
fearless	grasping	cost	counts	forces	rock

Exercise 1. *Change each of these phrases by using a word from the list, but keep the meaning about the same:*

follow our *models*	a benevolent man
take a new *route*	clutching the rope
compels him to go	estimates the expense
squanders money	without fear
reward his *valor*	immense boulder

Exercise 2. *Put these expressions into written sentences. Use synonyms if you like.*

LESSON CXXVII

Verses to Remember

Learn one of these selections, and then write it from memory.

Little by little the time goes by —
Short if you sing through it, long if you sigh,
Little by little, — an hour, a day,
Gone with the years that have vanished away;
Little by little the race is run,
Trouble and waiting and toil are done.

"Help one another," the dewdrop cried,
Seeing another drop close to its side;

"The warm south wind would dry me away,
And I should be gone ere noon to-day;
But I'll help you, and you help me,
And we'll make a brook and run to the sea."

LESSON CXXVIII

About Water

First, have a talk about water, — think of the places where it is found, and of the many uses that it has. Then write about it.

1. Where does the water in a well come from? 2. Why do not wells fill with water? 3. In what ways is water got from them? 4. Where else may we get water? 5. Where does the water that you drink come from? 6. How is it brought to your house? 7. Why does water rush from a faucet?

8. How is rain water caught so that we may use it? 9. Of what use are reservoirs? 10. Where do clouds get their water? 11. How many uses for water can you name? 12. How many for ice and for steam?

Exercise. *Explain for some one who has never seen a well, how one is made and how the water is drawn from it; or explain for one who has never seen water drawn from a faucet, where the water in your city comes from and how it is forced through the pipes.*

LESSON CXXIX

To Describe an Umbrella

Exercise 1. *Your teacher will show an umbrella to you, and you may describe in this order its parts and its uses:*

Parts: stick, ribs and braces, covering, springs.

Stick: use, material, length, handle, thimble, or ferrule and tip.

Ribs and *braces:* use, number, material, how fastened together.

Covering: use, material, color, how fastened on.

Springs: use, number, shape, structure, material.

Uses: sun, rain, snow.

Read this passage from "Robinson Crusoe."

I spent a great deal of time and pains to make an umbrella. I spoiled two or three before I contrived one to my mind. The main difficulty was to make it let down. I could make it spread, but if it did not let down too, it would not be portable for me any way except over my head. However, at last I made one to answer. I covered it with skins, the hair upward, so that it cast off the rain like a roof and kept off the sun so effectually that I could walk out in the hottest of the weather, and when I had no need of it I could close it, and carry it under my arm.

Exercise 2. *Read the selection, using synonyms for the following words or expressions:*

Spent; a great deal of; pains; make; contrived; main difficulty; let down; spread; it would not be portable; to answer; cast off; effectually; close.

LESSON CXXX

A Loaf of Bread

Exercise 1. *In a conversation with your teacher and your classmates, try to tell what happens to the wheat from the time when it is planted until the bread is put upon the table.*

Exercise 2. *A little boy at the breakfast table asks his father where the bread came from. In reply his father tells him* "The Story of a Loaf of Bread." *See whether you can tell this story.*

The following words suggest the order:

Spring; farmer; plow; harrow; sowing; sun; rain; ripening; harvest; reaper; sheaves; threshing; mill; miller; grinding; flour; barrel; cars; merchant; the money; the cook; milk; water; salt; yeast; kneading; raising; oven.

Make short sentences. How many paragraphs will there be?

"Behind the snowy loaf is the mill-wheel; behind the mill is the wheat-field; on the wheat-field rests the sunlight; above the sun is God."

LESSON CXXXI

"IT IS I," ETC.

Exercise 1. *Study and repeat these sentences until the correct forms seem more familiar than the wrong ones that you often hear:*

PRESENT

Is it I?	It's I.	It is not I.	It's not I.
Isn't it she?	It is she.	It's not she.	It is not she.
Is it not he?	'Tis he.	'Tis not he.	It's not he.
Is it they?	It's they.	It's not they.	'Tisn't they.
Isn't it we?	It's we.	'Tis not we.	It isn't we.

PAST

Was it not I?	'Twas I.	It wasn't I.	'Twas not I.
Was it she?	It was she.	'Twasn't she.	It wasn't she.
Wasn't it he?	'Twas he.	It was not he.	'Twasn't he.
Was it not they?	It was they.	'Twas not they.	It wasn't they.
Was it we?	'Twas we.	It was not we.	'Twasn't we.

Exercise 2. *Fill the blanks with* ***I, he, she, we, or they:***

1. Who is that at the door? It's ——.
2. Is that your sister Emily? 'Tis not ——.
3. *Was* it your brother that fell? Yes; it was ——.
4. Was it you or Edward? It was neither —— nor ——.
5. Was it not the Rays that called? No; it wasn't ——.
6. Is it you two that are going? No; it is not ——.
7. Wasn't it —— that sold the farm? 'Twas ——.
8. Was it —— or —— that was invited? 'Twasn't ——.
9. Is it —— or —— that he means? It isn't ——.
10. What would you do if you were ——?
11. Some one may do it, but it won't be ——.

LESSON CXXXII

A Study of Trees

1. Name the parts of a tree, beginning with the lowest part. 2. Which parts are most useful to man? 3. What part becomes India rubber? or maple sugar? or spruce gum? 4. What part is used for tanning leather? What is cork? 5. Name some trees that are valued for their fruit. For the color and hardness or the beautiful grain of their wood. 6. From what trees do we get lumber for building? Which are most used for fuel?

7. Tell what climb and fly and creep into trees. What jump from limb to limb. 8. How do woodpeckers get their living? 9. Do you know what sound the tree-toad makes?

10. What is Arbor Day? Why need we plant trees and care for them?

Exercise. *Choose the kind of tree you would like to plant on Arbor Day. Tell why you select this kind rather than another.*

LESSON CXXXIII

Words That Sound Alike

1. What do we call words that have nearly the same meaning? 2. Mention two synonyms. 3. Are *know* and *no* alike in meaning? 4. Are they alike in sound?

Words that sound exactly alike are **homonyms.**

Exercise 1. *Of the following words, first use each one in a statement, a command, or a question; then find a* **homonym** *for it, and put that into a sentence to show the different meaning:*

fair	way	lain	waist	bare
peal	blew	stairs	gait	heard
strait	dyeing	sealing	yolk	made
slay	rain	knew	flower	peace

Exercise 2. *Find* **synonyms** *for ten of the preceding words.*

LESSON CXXXIV

Proverbs to Explain

Proverbs are short sayings full of meaning. Many of them are very old.

Exercise 1. *Try to tell the meaning of some of the following proverbs, and, if possible, show how they may be applied.*

1. Birds of a feather flock together.
2. Count not your chickens before they are hatched.
3. Everybody's business is nobody's business.
4. A bird in the hand is worth two in the bush.
5. A good garden may have some weeds.
6. All his fingers are thumbs.
7. All your geese are swans.

8. The more haste the less speed.
9. A rolling stone gathers no moss.
10. Three removes are as bad as a fire.
11. It is an ill wind that blows nobody good.
12. Money is a good servant but a bad master.
13. Penny wise and pound foolish.
14. Rome was not built in a day.
15. You must take the fat with the lean.
16. A man is known by the company he keeps.
17. If wishes were horses beggars might ride.
18. There's no royal road to learning.
19. Where there's a will there's a way.
20. Handsome is that handsome does.
21. Procrastination is the thief of time.
22. The child is father of the man.

For Dictation. "Why do you walk so one-sided, my son?" asked the crab. "It is awkward and unbecoming. If you wish to make a good appearance, go straight and forward."

"What you say is quite true," replied the young crab. "If you will but show me how, I will promise always to do as you wish."

The mother tried to do so, but in vain.

"Example is better than precept."

Exercise 2. *Read the following story. Then find among the foregoing proverbs one that can be put at the end of it.*

A good-natured spaniel overtook a surly mastiff as he was traveling on the high road. "Good morning," said the spaniel politely, "my name is Tray." The mastiff eyed him suspiciously, and his back bristled. "Oh ho!" said he gruffly, "your name is Tray, is it? Well, mine is Tiger. And now, Mr. Tray, what do you want of me?"

"Why," said the little dog, wagging his tail, "I should like to travel in your company if you don't mind." "Oh, if that's all," said Tiger, a little more pleasantly, "you're quite welcome. Come along." So they pursued their journey very amicably, talking about a number of things.

No sooner had they arrived at the next village, however, than Tiger showed his true disposition by pouncing upon every small dog he met. The village was soon in an uproar. Aroused by the noise the villagers rushed from their stores and houses to rescue their favorites; and falling upon the two friends they drove them away with sticks and stones, most of the blows falling upon poor Tray, who was thus made to suffer for no other reason than his being found in bad company.

LESSON CXXXV

Story from a Picture

The name of the boy on the left is Fred Johnson. The boy who is talking to Fred is Harry Armstrong. Harry wishes Fred to do something. Look at Fred's face. Does he think that it is right for him to do what Harry proposes? What does he reply? Where do the boys go, and what happens to them?

Find a good title for the picture. Then tell the story it suggests.

LESSON CXXXVI

"DOESN'T" OR "DON'T"

Exercise 1. *Study these contractions, and repeat them until they become so familiar that anything different will sound wrong:*

He does not .	He doesn't.	Does he not? .	Doesn't he?
She does not .	She doesn't.	Does she not? .	Doesn't she?
It does not . .	It doesn't.	Does it not? .	Doesn't it?
One does not .	One doesn't.	Does one not .	Doesn't one?
I do not . .	I don't.	Do I not? . .	Don't I?
You do not .	You don't.	Do you not? .	Don't you?
We do not . .	We don't.	Do we not? .	Don't we?
They do not .	They don't.	Do they not? .	Don't they?

Exercise 2. *Put* **do not sing** *or* **does not sing** *after each of these words, and repeat the sentences rapidly:*

he we they she one two you it

In the same way use the contracted forms **don't sing** *or* **doesn't sing**.

Exercise 3. *Use* **do not** *or* **does not**, *in asking questions about these things. Then use instead the contractions* **don't** *or* **doesn't**.

birds	coal	rice	a week	pines
a bee	wood	tea	April	fire

Exercise 4. *Try to tell when we are to use* **don't** *and when* **doesn't**.

LESSON CXXXVII

ABOUT ANIMALS

Exercise 1. *Answer the following questions orally in complete sentences:*

1. Do both plants and animals have life? 2. Have they feeling? 3. Can they move from place to place? 4. Do any

animals live in the ground? 5. Explain the chief difference between a plant and an animal.

6. Tell four ways in which animals move about. 7. Which is the slowest way, and which the quickest? 8. Mention an animal that goes in the first of these ways; in the second; in the third; in the fourth. 9. Name an animal that has two ways of moving, and tell what they are. 10. Have any animals three ways?

11. Name an animal that lives only on land. 12. Name one that lives only in water. 13. One that lives both on land and in water. 14. Do all animals have blood? 15. Do they all breathe air?

Exercise 2. *Think of the most singular and interesting animal you have ever seen. Without telling what it is, describe it so that your classmates will be able to name it. What will you say first about it? What second? What third?*

LESSON CXXXVIII

"DID" OR "DONE"

Edward *has done* well to-day.
I *did* better yesterday.
The boys *have done* their work quickly.
Who *did* the example first?
Have you *done* your tasks faithfully?
He *had done* the errand already.

1. *Did* and *done* are forms of *do*. 2. Which of them is used with *has*? 3. Which is used with *have*? 4. Which with *had*? 5. Which would you use with *was* or *will be* or *may be*?

Done is used after *have*, *has*, or *had*.
Did must never be used after *have*, *has*, or *had*.

Fill the blanks with **did** *or* **done,** *as you think right*:

1. Who did it? The blacksmith —— it.
2. He has —— it just right.
3. Have they —— the printing yet?
4. Yes, they —— it last Tuesday.
5. Who —— your work? My friend —— it.
6. Who has —— wrong? They —— wrong.
7. Who —— the hardest part? He —— it very well.
8. Have you —— what I asked?
9. I saw him when he —— it. He —— it well.

LESSON CXXXIX

Stems, Trunks, and Wood

Exercise 1. 1. What is meant by the stem of a plant? What plants have stems that are of wood? 2. What are shrubs and bushes? 3. What kind of stem do herbs have? 4. What kind of stem lives through the winter? 5. Tell what oaks and grasses do in a gale of wind.

6. What is the covering of tree-trunks? 7. Of what use is it to a tree? Where does the sap flow? 8. What is the meaning of the rings in the wood? 9. How old a tree is shown in the cut? 10. Can you see any year-marks in the wood of your desk, or in the floor? 11. Mention some of the uses of wood. 12. What is the color of pine wood? of ebony? of mahogany?

Exercise 2. *Collect specimens of different woods, and compare the grain, color, fineness, etc.*

Exercise 3. John Muir, the celebrated naturalist, says that once near the top of a mountain he found a pine tree only three feet high that was 1,500 years old. How could he tell the age of the tree? *State in three or four short sentences what you think he did in order to find out.*

LESSON CXL

The Wind

The Wind that made the meadows dance
  Came whistling through the glade,
And all the little birch-trees laughed
  And twinkled in the shade;
He tossed a red leaf in my hair,
  Caressed each slim young tree,
And left the garden all agog
  With gay expectancy.

To-day the Wind came back again —
  He marched like men at war,
And dust and leaves and frightened birds
  Came hurrying before;
He tramped the meadows under foot,
  He whipped the trees to shreds,
And oh, the havoc that he wrought
  Among my garden beds!

Next time the Wind comes whistling by —
  So airily polite —
I'll run and tell my lady trees
  To bind their tresses tight;

I'll send a warning to the brook,
I'll bid the rain-crow shout,
And every garden sentinel
Shall hang storm signals out!

—Margaret Lee Ashley.

Exercise. Imagine the wind to be some sort of person. *Can you see him as he comes whistling through the glade? What is his face like? How does he move his limbs? Where does he go when he leaves the garden? Can you see the faces of the flowers as they look after him? When he comes back again how are his face and form and movements changed? How do the flowers and trees look as he approaches, and how do they act as he storms through the garden? What storm signals can a garden show?*

Describe the appearance of the garden at each coming of the wind.

LESSON CXLI

The Covering of Animals

Exercise 1. *Answer the following questions in a conversation lesson:*

1. What is the covering of oysters and of snails? 2. Of what use is it to them? 3. Mention several other animals with different kinds of coverings. 4. Why do animals need more covering than merely a skin? 5. What coverings of animals are useful to man?

6. What is made from the hides of oxen? How is it used? 7. What is done with the hair? 8. How are the manes and tails of horses used? 9. What do we get from seals and beavers? from birds? from tortoises? 10. How are these

products used? 11. Mention other fur-bearing animals. 12. What are bristles, down, parchment, kid?

Exercise 2. *Make a list of all the objects in your home that are made of the coverings of animals. Then write about* "Animals that have left their Coats at my House."

LESSON CXLII

"SEE, SAW, SEEN"

I *see* it now.	He *sees* us now.
I *saw* it yesterday.	He *saw* us last week.
I *have seen* it often.	He *has seen* us before.

See, *sees*, *saw*, and *seen* are forms of *see*.
Which forms refer to what is done *now*?
Which form refers to what was done in the *past*?
Which is the form used with *have*, *has*, *was*, etc?

Supply **see, saw,** or **seen:**

1. Yesterday we —— the sun set.
2. Have you ever —— anything more beautiful.
3. We —— Mt. Washington last summer.
4. The owl —— in the night.
5. Have you —— an eclipse?
6. Yes, I —— one last year.
7. Had you never —— one before?
8. I —— him when he did it.

LESSON CXLIII

THE WOUNDED HOUND

Exercise 1. The picture on the next page is by the English artist, Richard Ansdell. 1. What lesson does the first look at

it suggest? 2. Describe the central figure in the picture. 3. Tell what is being done. 4. Speak of the other animals in the picture. 5. Why do you think animals appreciate kindness? 6. If dogs could talk what would each of these probably say? 7. Use appropriate names in speaking of them. 8. Describe the man and tell something of his character.

Exercise 2. *Write two or three reasons why we should be kind to dumb animals.*

Exercise 3. In reply to the little girl's questions the man tells the story of the "Wounded Hound." *What does he say?*

LESSON CXLIV

Synonyms

Exercise 1. *Select from the following words those that are synonyms, and write them by twos. Find homonyms for five of them.*

uproar	sight	throng	crafty
appear	gale	grieve	fury
mourn	total	rage	squander
high	crowd	tempest	lofty
scene	waste	cunning	whole
shrieks	clamor	seem	screams

Exercise 2. *Make a list of six words that will properly describe* a path; a mountain; a fire; a thunder storm; a watch; a palace.

CXLV

A Stanza to Learn

Where does the snow go,
So white on the ground?
Under May's azure
No flake can be found.

Look into the lily
Some sweet summer hour;
There blooms the snow
In the heart of the flower.

— Lucy Larcom.

LESSON CXLVI

A Letter to Write.

For Boys.—Write such a letter as you might send to a friend who had asked you to go fishing with him next Saturday. If you wish to go, and have made no other plans for the day, say where and when you will meet him. If, however, you are to play ball with your club in a match game, or have some other engagement, tell him so. If you do not care to go because you think the fish should be left in the pond to enjoy their freedom, say that but say it pleasantly.

For Girls.— Imagine a tea-party that you might have had in the garden last Saturday. Write to some one who was expected, but who was too ill to come, and tell her all about it, — 1, the company; 2, the table, how it was set, the seats; 3, the talk; and, if you like, 4, the sudden shower.

LESSON CXLVII

Forms for Past and Present

There! The whistle *blows*.
The whistle *blew* last night.
The whistle *has blown* every day this week.

1. Which word tells what the whistle does *now*? 2. Which tells what it did yesterday? 3. What form is used with *has*?

Present forms tell what happens *now.*

Past forms tell what happened in the *past.*

Present Form	*Past* Form	Form used with *have, has, is, am, are, was, were, be,* or *been.*
blow	blew	blown
draw	drew	drawn
fly	flew	flown
know	knew	known
throw	threw	thrown

Exercise 1. Give the past form of the words in the first column. 2. Give the form used with *have.* 3. Is it right to use *has* with the words in the second column? 4. Use *has* with the words in the third column. 5. Use *have ; was ; are ; will be.*

Exercise 2. *Supply the proper form in each sentence* :

Blow. — Last night the wind —— down a large tree.

Draw. — Those horses have never —— a heavy load.

Fly. — Not long ago a pigeon —— six hundred miles.

Know. — Columbus never —— that he had seen a new continent.

Throw. — A rope was —— to the man in the water.

Throw. — It was a sailor who —— it to him.

Blow. — All the dust is —— away.

Fly. — The wild geese have —— to the south.

Draw. — Yesterday we —— an ivy-leaf.

Know. — We never have —— as many as you.

LESSON CXLVIII

Words to be Defined

After talking about the following, write sentences to tell what they are :

an ambulance	a nurse	a prison
a hospital	a patient	a cell
a surgeon	an asylum	a warden

LESSON CXLIX

My School Desk

Exercise 1. *Examine your desk carefully. Then tell about the following things:*

Parts. — Standards, box, finished top.

Standards. — Material; shape, and reason for it; why painted; how fastened above and below.

Box. — Kind of wood; how coated; length, width, depth; number of pieces; their names; how fastened together.

Top. — Why level or sloping; ink-well; groove; rail.

Uses. — Outside; inside.

In the schools of some foreign countries there are no desks at all. Here is a description of a school-room in Syria.

"The school-room is the queerest place you can imagine. The boys sit on the floor in front of the teacher. Instead of nicely printed books like those which we have, each has a tablet of wood painted white, upon which the teacher writes the lessons with a piece of charcoal. When one lesson is learned it is washed off and a new one written. The boys hold their tablets in their hands, and rock back and forth as they study. They study their lessons aloud, and make so much noise while doing so that you would think they were screaming and fighting instead of studying."

Exercise 2. *Tell one of these pupils about your desk and how you use it.*

Exercise 3. *As you read the above quotation, use synonyms for these words or expressions:*

Queerest; imagine; in front of: nicely; tablet; washed off; rock; fighting.

LESSON CL

About Climate

1. Where does the sun shine directly down upon the earth? 2. Which parts of the earth have the coldest climate? 3. Which have the hottest? 4. What makes the difference?

5. On leaving the warm earth to climb a high mountain, does the air grow hotter or colder? 6. Does the ground freeze in winter all over the earth? 7. How far down do you think the frost goes in winter? 8. Will trees grow where the ground never thaws? 9. Do you know what lichens are? Or where they grow? 10. Why do not plants grow in places called deserts? 11. Where would you go to find a moist climate?

Exercise. *Think of a region where the climate is as different from yours as it can be. Then for some one who lives there tell the most important things about the climate of your locality.*

LESSON CLI

Weather Record

Exercise 1. *Make a careful observation of the weather for a week, and on Monday write out* "A Week's Weather Record."

You may speak of changes in temperature, in length of day, in direction of wind; of the rain or snow; of how your plans were changed, etc.

Exercise 2. *Write a forecast of the weather for to-morrow. Tell whether it will rain, or snow, or be fair, or be cloudy, and whether the thermometer will rise or fall. Give your reasons. Do you think the following verses will help you?*

Evening red and morning gray
Will set the traveler on his way;
But evening gray and morning red
Will bring down rain upon his head.

What other weather signs do you know?

LESSON CLII

A Poem to Study

John Greenleaf Whittier, sometimes called the "Quaker Poet," was born in Haverhill, Massachusetts, Dec. 17, 1807. He worked on the farm and in the shoemaker's shop till he was nearly eighteen years of age. He attended the town academy for two years. His first poems were published in 1826. For many years he was an editor. He wrote both prose and poetry. He is chiefly remembered, however, for his poetry, which is full of sympathy for the poor and the oppressed. He died in 1892.

You will be interested in reading, and in learning extracts, from "The Barefoot Boy," "Snow Bound," "The Corn Song," and his other poems.

IN SCHOOL-DAYS

Still sits the school-house by the road,
A ragged beggar sunning;
Around it still the sumachs grow,
And blackberry-vines are running.

Within, the master's desk is seen,
Deep scarred by raps official;
The warping floor, the battered seats,
The jack-knife's carved initial;

The charcoal frescos on its wall;
Its door's worn sill betraying
The feet that, creeping slow to school,
Went storming out to playing!

Long years ago a winter sun
Shone over it at setting;
Lit up its western window-panes,
And low eaves' icy fretting.

It touched the tangled golden curls,
And brown eyes full of grieving,
Of one who still her steps delayed
When all the school were leaving.

For near her stood the little boy
Her childish favor singled:
His cap pulled low upon a face
Where pride and shame were mingled.

Pushing with restless feet the snow
To right and left he lingered;—
As restlessly her tiny hands
The blue-checked apron fingered.

He saw her lift her eyes; he felt
The soft hand's light caressing,
And heard the tremble of her voice,
As if a fault confessing.

"I'm sorry that I spelt the word:
I hate to go above you,
Because,"— the brown eyes lower fell,—
"Because, you see, I love you!"

Still memory to a gray-haired man
That sweet child-face is showing.
Dear girl! the grasses on her grave
Have forty years been growing!

He lives to learn, in life's hard school,
How few who pass above him
Lament their triumph and his loss,
Like her,— because they love him.

Exercise. An artist wishes to make an illustration for this poem. Give him the proper directions. *How shall he draw the school-house? The road? How far is the school-house from the road? Is the door opened or closed? Where are the two children? How is the girl dressed? The boy? On which side is the sun?* Make a little sketch or draw a few lines, to guide the artist in placing these details. Then write your instructions for the picture. Be careful about the order. *What will you tell him first? What next?*

Is not the poem worth learning?

LESSON CLIII

Letters to Write

Exercise 1. *Write a letter to a person who once lived in your town, but who has now been away for a year.*

Call the name Edward or Mary Norman of Ithaca, N.Y. Mention changes in streets; buildings added; persons who have changed their residences, or who have come to live in town; what has changed in school; and compare the way you now spend your time with the way in which you used to spend it.

Exercise 2. Tom Sawyer's Uncle Joe has sent him a birthday present of a camera. He tries to "take" the cat and then the baby. Both attempts are failures. He succeeds better with Rover lying asleep on the piazza. He writes his uncle thanking him and narrating his experience. Write his letter.

LESSON CLIV

The Frog

After observing the growth of a frog from a tadpole, tell some of the things you have learned.

1. Where does the frog live? 2. Is the skin smooth or rough? 3. Why is it so? 4. What happens to the frog when the skin becomes dry?

Watch the frog's eyes when he dives under water. 5. What does he draw over them? 6. Can he see through this membrane?

7. Why is the frog a good swimmer? 8. With which legs does he swim? How does the motion of the legs differ from that of the duck? 10. How does the frog hold the front legs while swimming?

11. What kind of mouth has a frog? 12. Has it teeth? 13. Upon what does it feed? 14. Does it chew its food? 15. Why has it such a wide mouth? 16. Where does the frog lay its eggs? 17. How do the eggs differ from those of other animals? 18. What are the little animals called which hatch from these eggs? 19. Have they legs? 20. With what do they swim? 21. Tell the shape of their mouths? 22. What do they eat? 23. Which legs grow first? 24. When the tadpole no longer needs a tail what becomes of it?

Exercise. *An old frog tells a young tadpole what will happen to him as he grows up. Write out what the frog says.*

LESSON CLV

A Business Letter

Copy the following letter, carefully observing the arrangement and punctuation of —

(1) The Heading, (2) The Address, (3) The Salutation, (4) The Body of the Letter, and (5) The Ending.

(Heading)

276 Benton Ave.,
Kansas City, Mo.,
June 25, 1906.

(Address)

The Century Co.,
Union Square,
New York, N.Y.

(Salutation)

Gentlemen:— (Body) I inclose in this letter a money order for two dollars and fifty cents. Please send me the "St Nicholas" for one year.

I should like to begin with the April number.

(Ending)

Respectfully yours.

Mary L. Hopkins.

LESSON CLVI

Two Business Letters

Exercise 1. Suppose that you wish to subscribe for "The Youth's Companion." Following the model in the last lesson, write a suitable letter to Perry Mason & Co., calling their place of business 201 Columbus Avenue, Boston. The price of the paper is a dollar and seventy-five cents a year.

Exercise 2. The writer of the letter in Lesson 155 changed her residence, in October, 1906, to Cleveland, Ohio, 946 Euclid Ave. She wishes the publishers of the magazine to send her copy to her new address. Write her letter, remembering that the old address must be mentioned too.

LESSON CLVII

A Story to be Retold

Listen to the following story as it is read or told by your teacher, and retell it, first orally, then in writing.

Or, if your teacher thinks better, you may read it silently two or three times, and then tell and write it.

A Newfoundland dog and a mastiff had a quarrel. They were fighting on a bridge, and suddenly, being almost blind with rage, over they went into the water.

The banks were so high that they were forced to swim a long distance before they came to a landing-place. This was easy for the Newfoundland dog: he was as much at home in the water as a seal. But not so with poor Bruce. He struggled and tried his best to swim, but made little headway.

Old Bravo, the Newfoundland, had reached the bank, and turned to look at his enemy. He saw that the other dog, whose strength was fast failing, was likely to drown. So what did he do but plunge in, seize

the mastiff gently by the collar, and, keeping his nose above water, tow the poor fellow safely into port.

It was curious to see the dogs look at each other as soon as they had shaken their wet coats. Their glances said as plainly as words, "We'll never quarrel again."

LESSON CLVIII

A Poem to Study and Learn

THE USE OF FLOWERS

God might have bade the earth bring forth
  Enough for great and small,
The oak-tree and the cedar tree
  Without a flower at all;
We might have had enough, enough
  For every want of ours;
For luxury, medicine, and toil,
  And yet have had no flowers.

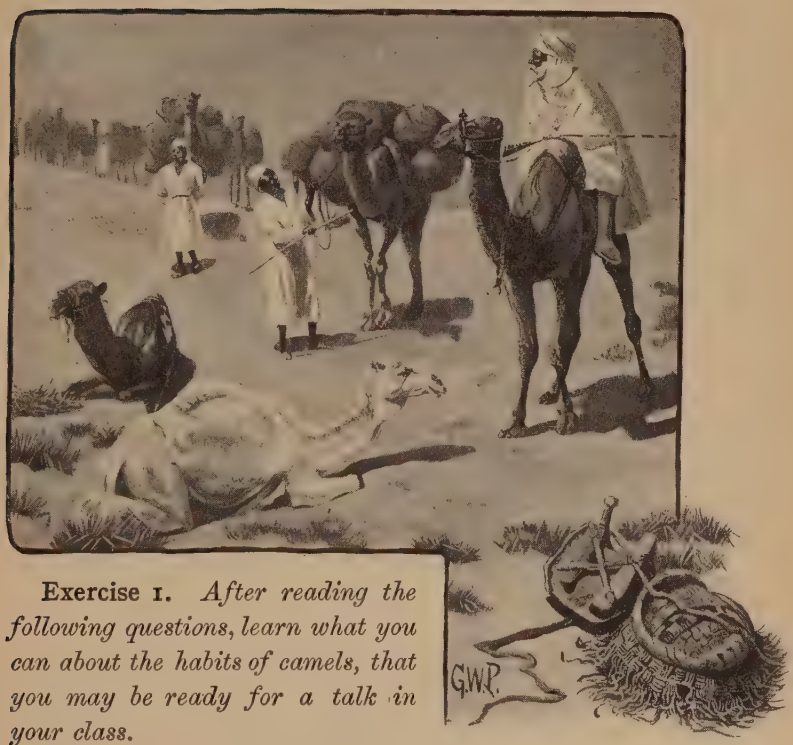
Our outward life requires them not;—
  Then wherefore had they birth?
To minister delight to man,
  To beautify the earth,
To comfort man, to whisper hope
  Whene'er his faith is dim;
For Who so careth for the flowers
  Will care much more for him.

—Mary Howitt.

Exercise. *If a child should bring to you a handful of beautiful flowers and ask you, "What is the use of these?" how could you answer him? Write what you would say.*

LESSON CLIX

Camel Studies



Exercise 1. *After reading the following questions, learn what you can about the habits of camels, that you may be ready for a talk in your class.*

1. Where and when have you seen a camel, or do you know the animal from pictures only? 2. Was it an African camel with one hump and short hair, or an Asiatic camel with two humps and long hair?

3. Mention other animals that chew the cud and have cloven hoofs. 4. What two kinds of teeth do such animals need —

unlike the teeth of dogs and cats? 5. What are camels used for? 6. What use is made of their hair?

7. Most camels go only at a walk and no faster than a man. A few are taught to go three times as fast. Have you ever seen a picture of a camel kneeling for his rider, and bearing his wooden saddle? 8. What protects his knees so that he easily rests all night upon them? 9. What kind of lips and tongue must he have, since he is fond of chewing thistles?

10. Which would sink deeper in sand — an ordinary hoof, or a small one like the camel's, with a broad, soft pad behind it? 11. His hump of fat is a supply when he is short of food. Suppose him to be crossing a desert of hot sand and barren rock, with sand-winds blowing: explain the advantage of having cushioned feet, of being able to close the nostrils, of not perspiring, and of being able to carry an extra supply of water in a special stomach.

Exercise 2. *Which would you prefer to ride if you were making a journey through the desert — a camel or a pony? Why? Write a little story with the title* "A Pony's Troubles in the Desert of Sahara."

LESSON CLX

A Story in Verse

Study these lines or talk them over until you understand them well.

THE CAMEL'S NOSE

An Arab proverb against letting bad habits begin is: "Beware of a camel's nose."

Once in a shop a workman wrought
With languid hand and listless thought,
When through the open window space,
Behold, a camel thrust his face!

"My nose is cold," he meekly cried;
"So let me warm it by thy side!"

Since no denying word was said,
In came the nose, in came the head;
As sure as sermon follows text,
The long and shaggy neck came next;
And then, as falls the threatening storm,
In leaped the whole ungainly form.

Aghast, the owner gazed around,
And on the rude invader frowned,
Convinced, as closer still he pressed,
There was no room for such a guest;
Yet, more astonished, heard him say,
"If thou art troubled, go thy way;
For in this place I choose to stay."

Oh, youthful hearts, to gladness born,
Treat not this Arab lore with scorn!
To evil habit's earliest wile
Lend neither ear nor glance nor smile;
Choke the dark fountain ere it flows,
Nor e'en admit the camel's nose.

— Mrs. Sigourney.

Exercise. *Tell this story in your own words, as if you were the workman relating it to a friend.* You will begin in some such way as this: "One day I was working in my shop —." Consider what kind of workman you are, and what your shop looks like. Where is the window? How big is it? What happens to you and your tools when the camel leaps in? In what sort of voice does the camel speak? What do you say to him? What does he reply? What advice do you give to your friend at the close of your story?

LESSON CLXI

Suggestions for Letters

I. "Our Dumb Animals" is a paper published in Boston, Massachusetts. Write a letter to the editor telling about your pets, and how you treat them. Also, tell him of any persons whom you have seen showing special kindness to dumb animals, — cat, dog, bird, horse, etc. Write full address for envelope.

II. Suppose your brother Tom had gone far away to the Philippines. Naturally he would become very lonesome. Write him a cheerful letter from home, telling what has happened since he left. First, make a list of all the things which you think he would like best to hear. What will you say first? What next? What last?

III. Read the story called "Somebody's Mother" on page 51. Now write to whomsoever you wish, telling this incident as if you had been one of the boys.

IV. Write to your teacher telling her how you amused yourself on a certain stormy day when there was no school.

V. Margaret Bowen gave a birthday party on the afternoon of April 5th, and many of her friends were present. On account of sickness Ruth Wallace was obliged to stay at home, and so that very evening Margaret wrote her all about the good time. Reproduce Margaret's letter. Address: 96 Hawkes Avenue, Detroit, Michigan.

VI. Mr. Ogilvie has planned to take a party of boys up the St. Lawrence River on a fishing trip. Write the letter which his son Walter sends to Cousin Julius, inviting him to go, telling of their plans for camping, boating, etc.

VII. (*a*) This message came to Willard recently: "I wish to give a book to a little boy whom I know. Tell me what book you would advise me to give, and why you like it. Mention some interesting part of the story, and also some of the people in it." Write Willard's answer to his friend.

(*b*) Write Willard's answer, supposing that the book were to be given to a little girl.

VIII. Suppose your uncle has sent you ten dollars to spend as you please. He wishes you to write him exactly what you will do with it, and in which way you expect to derive the most pleasure from it. Write this letter to your uncle.

Think of the value of a good book; of how much Tom needs mittens; of "A penny saved is two pence earned"; of the new skates you have wanted; of how you can make your mother happy; of how much pleasure a beautiful picture may give.

IX. Order five photographs of famous pictures of Brown & Co., 205 Clark Street, Chicago. Give the names of the pictures and of the artist. Arrange for payment.

LESSON CLXII

"SIT" OR "SET"

Sit, *sits*, *sitting*, and *sat* apply to one who *stays* or *rests* somewhere.

Set, *sets*, and *setting* are used when we speak of *placing* or *putting* something somewhere.

Do not use one of these words when the other expresses what you mean.

Exercise 1. *Use a form of* **sit** *or* **set** *instead of the words in italics:*

1. He *is seated* there.
2. The Turk *rests* so.
3. *Put* the cup down.
4. The glazier *put in* a pane.
5. The bird *keeps* still.
6. We *were seated* at once.
7. *Place* the chairs evenly.
8. Let us *be seated.*
9. This is a *resting-room.*
10. Birds hatch their eggs by *staying* on them.
11. *Put* baby on the table, and let him *stay* there.
12. Where have you *placed* it?
13. Have you *stayed* here?
14. Be *putting* it in order.

Exercise 2. *Supply the right form of* **sit** *or* **set**, *and give your reason:*

1. Where has he —— the box?
2. —— in this chair.
3. The dove is —— on the eggs.
4. He —— the can out daily.
5. Who is —— out plants?
6. A bird —— on the bough.
7. She is —— in the arbor.
8. Must I —— so?
9. Have you —— up all night?
10. Mollie —— by the window.
11. Toads do not —— on eggs.
12. He —— a long time silent.
13. I was —— up for you.
14. We might have —— here.
15. I have been —— in the arbor while you have been —— out the plants.

It is customary to say *the sun sets* or *the sun is setting.*

Exercise 3. *Use the following expressions correctly in statements and in questions:*

will sit
has set
have sat
were setting
could not sit
should have set
may have sat
do not set

LESSON CLXIII

THE BEAVER

THE BEAVERS' HOME

Exercise 1. *Find out as much as you can about* "Beavers and their Habits." *Then try to answer these questions:*

1. Where do beavers live? 2. How large is a beaver? 3. What sort of coat does he wear? 4. What is the shape of his tail? 5. How does he use his tail? 6. What kind of teeth has he? 7. How does he use them? 8. What kind of place does he choose for his home? 9. Of what materials does he build it? 10. What is its shape? 11. Why does the beaver build a dam? 12. How does he build it?

Here are some verses from Longfellow's "Hiawatha" telling how the magician Pau-Puk-Keewis was changed into a beaver. You should read the rest of the story. It is called "The Hunting of Pau-Puk-Keewis."

Over rock and over river,
Through bush, and brake, and forest,
Ran the cunning Pau-Puk-Keewis;
Like an antelope he bounded,
Till he came unto a streamlet
In the middle of the forest,
To a streamlet still and tranquil,
That had overflowed its margin,
To a dam made by the beavers.

From the bottom rose the beavers,
Silently above the surface
Rose one head and then another,
Till the pond seemed full of beavers,
Full of black and shining faces.
To the beavers Pau-Puk-Keewis
Spake entreating, said in this wise:
"Very pleasant is your dwelling,
O my friends! and safe from danger.
Can you not with all your cunning,
All your wisdom and contrivance,
Change me, too, into a beaver?"
"Yes!" replied Ahmeek the beaver
He the King of all the beavers,
"Let yourself slide down among us,
Down into the tranquil water."

Down into the pond among them
Silently sank Pau-Puk-Keewis;
Black became his shirt of deer-skin,
Black his moccasins and leggings,
In a broad black tail behind him
Spread his fox-tails and his fringes;
He was changed into a beaver.

Thus into the clear brown water
Silently sank Pau-Puk-Keewis;
Found the bottom covered over
With the trunks of trees and branches,
Hoards of food against the winter,
Piles and heaps against the famine,
Found the lodge with arching doorway,
Leading into spacious chambers.

Exercise 2. *Study the picture on page* 151. *Then write about* "How the Beaver Builds his Home."

LESSON CLXIV

"LIES" OR "LAYS"

Lie, *lies*, and *lying* apply to anything that *reclines* or *rests* or *remains.*

When we speak of *putting* or *placing* something somewhere, we use ***lay,*** *lays*, and *laying.*

Exercise 1. *Use a form of* ***lie*** *or* ***lay*** *for each italicized word in the first column. Explain why the forms are right that are used in the second column.*

1. Please *place* it on the shelf.
2. How close he *puts* the rails!
3. We shall *rest* in the boat.
4. She is *reclining* on the sofa.
5. More snow *rests* on the roof.
6. The mason is *placing* bricks.
7. Do not keep *laying* it down.
8. Let it *lie* there.
9. The rain *lays* the dust.
10. She *lies* down every day.
11. You must *lay* the child down.
12. We'll keep you *lying* here.

Exercise 2. *Supply a form of* **lie** *or* **lay**, *and explain the meaning of the word that you choose:*

1. The ship ——s in the bay.
2. Just where does it ——?
3. It is of no use —— here.
4. The men are —— shingles.
5. See, our ship is —— to.
6. The steamer ——s at anchor.
7. I shall —— here all night.
8. The dog was —— by his side.
9. Do —— still, Bruno!
10. You may —— the sticks here.
11. Notice where he ——s it down.
12. This tree ——s where it fell.
13. The sheep were —— on the turf.
14. Do you see how still he ——s?

LESSON CLXV

A Story to Write

Read this story silently three times, and then try to write it as Uncle John told it to Jamie's mother.

JAMIE AND THE JUG

Jamie was so well acquainted with things that creep, or hop, or fly, that if he had ever been lost in the woods he would have found plenty of good company. He had whole drawers full of old nests and claws and

bones and dried-up paws. His mother hardly dared to touch his pockets lest a crab should nip her fingers.

One day she sent him to a store in the greatest haste, to have a jug filled and to bring it home. His Uncle John, too, was waiting to take Jamie in a boat to gather water-lilies. He did not return promptly, so, after a long, long time, it was decided to try to find the boy. Was he hurt, or lost, or was the jug too heavy? Hastening along, his uncle soon saw the jug in the middle of a field, — and then the boy lying flat upon the ground. Was it a broken leg, then? No; for Jamie looked up and said: "O, I say; here's a lovely beetle down in this hole!" The jug and the lilies were quite forgotten.

If it is a wise and thoughtful boy who likes to study birds and insects, and if it is a careless, thoughtless boy who neglects his errands and the comfort of those who love him, what kind of boy was Jamie?

LESSON CLXVI

Fruits and Seeds

1. Is the fruit of a plant the same as the seed? Give an example. 2. Name three fruits that have the seeds in a core. 3. Three that have the seeds in a stone. 4. What kinds of nuts can you name? 5. In which of them does the meat consist of two fleshy leaves? 6. Describe what covers the shells of nuts. 7. What fruits have a thick skin? 8. Name some plants that ripen their seeds within berries. 9. What covering has the fruit of the pea-vine when ripe? 10. Of what else is the fruit a pod? 11. Explain where the seeds of some other plants are formed.

12. What will the ovary of an apple or pear blossom finally become when ripe? 13. Where upon an apple should you look to find the withered remains of the flower? 14. In an apple how many cells are there containing seeds? 15. Where in a blackberry should you look for seeds? 16. Where are the seeds of a strawberry?

17. How long will seeds live? 18. What does the seed of a plant contain? 19. What happens to a seed when it is planted? 20. What comes up? What goes down?

Exercise. (1) *Write a description of the fruit you like best; or* (2) *choosing a certain plant, tell how it grows from the seed.*

LESSON CLXVII

Making Definitions

After a study of the dictionary, or a talk about the meaning of these words, give a definition of each, putting the words in alphabetical order:

tannery	dairy	laundry	pottery	store
bakery	brewery	factory	rope-walk	shop

LESSON CLXVIII

"Lay" or "Laid"

Lay, the past form of *lies*, means *reclined*, *rested*, or *remained*.
Laid, the past form of *lays*, means *put*, or *placed*.

Exercise 1. *In the first column change the italicized words to* ***lay*** *or* ***laid,*** *and in the second, explain why the form used is right.*

1. I *put* it in my trunk.
2. He *reclined* all day asleep.
3. The ship *remained* at the wharf.
4. We *stayed* in port two days.
5. We *put* a dime in the box.
6. I *lay* awake all night.
7. The city *lay* along the river.
8. She *laid* the burden down.
9. The shawl *lay* on the floor.
10. A fog *lay* over the bay.

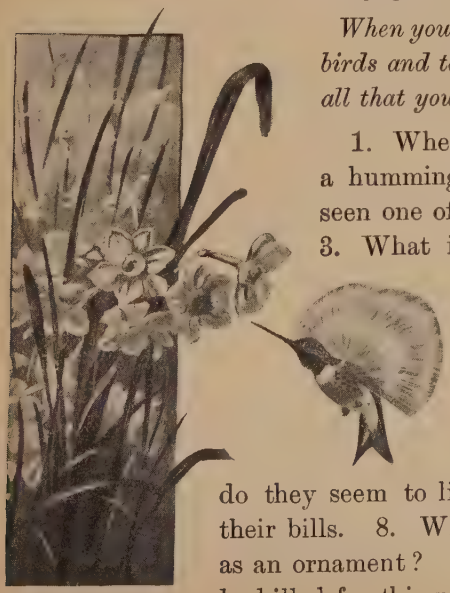
Exercise 2. *Supply* **lay** *or* **laid,** *and explain the meaning of the words that you use:*

1. It —— unnoticed for a week.
2. We —— it down at once.
3. The sunlight —— on the fields.
4. All the crops —— prostrate.
5. Soon I —— aside my work.
6. There it —— for months.
7. He saw where the road ——.
8. Ask her where she —— the book.
9. They —— to during the gale.
10. Old Ocean —— before us.
11. That's what he —— before us.
12. The scissors —— on the table.

LESSON CLXIX

THE HUMMING-BIRD

The smallest and most brilliant of birds. — Of some kinds two or three hundred would weigh only a pound.



When you have thought about humming-birds and talked the subject over, write all that you can about them.

1. When and where have you seen a humming-bird? 2. Have you ever seen one of them except on the wing? 3. What insects are they sometimes mistaken for? 4. How do these birds get their name? 5. Why is it hard to see their colors when they are at a flower? 6. What, besides insects, do they seem to like for food? 7. Describe their bills. 8. Where is their plumage used as an ornament? 9. How many birds should be killed for this purpose?

LESSON CLXX

A Selection for Study

William Cullen Bryant, one of the most distinguished of American poets, was born in Cummington, Massachusetts, November 3, 1794, and died in New York City, June 12, 1878.

He spent one year in Williams College, and then studied and practiced law. He spent the greater part of his life, however, in New York, as the editor of a prominent newspaper. He began to write poetry at an early age, "Thanatopsis," one of the best of his poems, having been written when he was eighteen. He was a lover of nature and an ardent patriot.

THE PLANTING OF THE APPLE-TREE

Come, let us plant the apple-tree.
Cleave the tough greensward with the spade;
Wide let its hollow bed be made;
There gently lay the roots, and there
Sift the dark mould with kindly care,
And press it over them tenderly,
As, round the sleeping infant's feet,
We softly fold the cradle-sheet;
So plant we the apple-tree.

What plant we in this apple-tree?
Buds, which the breath of summer days
Shall lengthen into leafy sprays;
Boughs where the thrush, with crimson breast,
Shall haunt and sing and hide her nest;

We plant upon the summer lea,
A shadow for the noontide hour,
A shelter from the summer shower,
When we plant the apple-tree.

What plant we in this apple-tree?
Sweets for a hundred flowery springs
To load the May-wind's restless wings,
When, from the orchard-row he pours
Its fragrance through our open doors;
A world of blossom for the bee,
Flowers for the sick girl's silent room,
For the glad infant's sprig of bloom,
We plant with the apple-tree.

— WILLIAM CULLEN BRYANT.

Exercise. *Describe the planting of the tree; tell what uses of the tree are described in the second stanza; what ways are suggested in the third stanza by which the tree may give us pleasure. Learn these stanzas, and read the remaining stanzas of the poem.*

LESSON CLXXI

"HAS LAIN" OR "HAS LAID"

Lain, a form of *lie*, is used only with *have*, *has*, or *had*. It means *reclined*, *rested*, or *remained*.

Laid, a form of *lays*, is used with *have*, *has*, or *had*, and with *is*, *are*, *was*, *were*, *been*. It means *put*, or *placed*.

Exercise 1. *Substitute* **lain** *or* **laid** *where they are not used, and where they are used explain their meaning:*

1. It has stayed long enough.
2. You might have put it by.
3. The money was laid away.
4. Had the books lain long?
5. We are laid up for repairs.
6. What can have lain in it?
7. It will be laid on the table.
8. Had you laid the gun down?

Exercise 2. *Supply lain or laid, and explain your choice:*

1. Has it —— idle long?
2. The hen has —— an egg.
3. A brick is —— in mortar.
4. No one had —— on the hay.
5. They've —— the body down.
6. It has been —— over again.
7. They have —— here ten years.
8. O, had she —— at anchor?
9. How long has it —— where you —— it?

LESSON CLXXII

Letters to Write

Exercise 1. Write as if to the Oliver Ditson Co., 459 Washington St., Boston, asking them to send to you by mail a piece of music called Schumann's "Happy Farmer," arranged for the piano. Suppose it to cost fifty cents, for which you inclose a money order.

Exercise 2. Write a letter as if to the Superintendent of Schools, inviting him to attend the public exercises at your school on Arbor Day. Tell what kind of tree is to be planted, and something more of what is to be done, or what the programme is.

Exercise 3. Try writing a letter for your mother to a merchant in some city, asking him to send her several yards of cloth. You may speak of inclosing a sample, and tell how the cloth is to be sent, and how it is to be paid for. Sign your initials under your mother's name.

Exercise 4. Write such an answer to either the first or the third of the letters outlined above as you think a business man would send.

LESSON CLXXIII

A Study of the Toad

FRIENDS OR FOES?

Watch a toad in the garden for a few days, and then answer these questions and be ready to ask others.

1. How does a toad differ in shape from a frog? 2. How does its skin differ from the frog's skin? 3. Where do toads live? 4. At what season are they found about water? 5. What are they doing there? 6. How do the eggs differ from those of the frog? 7. Into what do they hatch? 8. Give two reasons why a full-grown toad cannot swim as well as a frog.

9. Where do toads stay in the day-time? When do they feed? 11. What do they eat? 12. When do you see the greatest number of toads? Why then?

13. Where do toads stay in winter? 14. Upon what do they live then? 15. How early in the spring do we see them? 16. In what ways are toads useful to man?

Exercise. Many persons think that toads are ugly, repulsive, useless creatures, and boys sometimes torture and kill them. Suppose you saw some friend of yours on the point of killing a toad. *What would you say to him? What might he reply? How would you convince him he was wrong? Write this conversation, calling it* "How I Saved a Toad's Life."

LESSON CLXXIV

THE USE OF "GOT"

1. Is there any difference between "I *have* ten fingers" and "I have *got* ten fingers?" 2. Does the word *got* help the meaning? 3. Which is the better expression of the two? 4. Give a synonym for *got* in the following sentences. What does *got* mean?

He has *got* his money by hard work.
We might have *got* some dishes for you.
I haven't any book.

Do not use *got* where it is not needed.

Gotten may be used after *has* or *have* instead of *got*.

Read the following sentences using *got* where you think it is actually needed:

1. South America has —— very few gulfs or bays.
2. An orphan is one who has —— no parents.
3. Have you —— leave to go with us?
4. Grown persons have —— thirty-two teeth.
5. How many teeth has baby —— this year?
6. Have you —— a knife in your pocket?
7. Have you all —— your lessons learned?
8. Has she —— her work done so soon?
9. She always has —— me to help her.
10. What a severe cold you have ——!

LESSON CLXXV

Thoughts from a Picture

Exercise 1. *Describe orally the scene represented here, — the water, the sky, and what is in them; the house, its shape, what it stands upon, and of what it seems to be built.*

Exercise 2. *After a talk about* "Lighthouses," *write what you have learned about them.*

Explain the need of them, how and where they are built, and by whom, what kind of lamp is used, what surrounds it, what kind of men are required for keepers, how they live, and how many lives are trusted to them. You may learn what different kinds of lighthouses there are.

Exercise 3. *Write the story of* "One Night in a Lighthouse," *from the following suggestions:*

1. A calm evening —— rowed out to the lighthouse —— the lighting of the lamp —— supper with the lighthouse-keeper —— rising of the wind —— the storm —— trying to sleep —— the wreck —— how I got back the next morning.

LESSON CLXXVI

Past Forms of Verbs

It *is* said that some animals *drown* their prey.
The poor fellow *sank* and finally *drowned.*

1. Do *is* and *drown* tell what is done at the *present* time or what was done in the *past*? 2. Which do *sank* and *drowned* show? 3. Which of the following words refer to what happened in the past? What do we mean by past forms?

bind	bound	grind	ground
bring . . .	brought	leave	left
buy	bought	lose	lost
catch . . .	caught	teach	taught
fight	fought	think	thought

Exercise 1. *Use in sentences the past forms in the preceding list.*

Exercise 2. *In place of the italicized words below, use their past forms.*

1. He *binds* books for the public library.
2. He *brings* us oranges from Sicily.
3. They *buy* blankets for the Indians.
4. Fishermen *catch* cod near the cape.
5. Our countrymen *fight* for their rights.
6. The miller *grinds* the farmer's wheat.
7. What we *can* not take, we *leave*.
8. The merchant *loses* more than he *gains*.
9. Can it be that the ignorant *teach* the wise?
10. I *think* that the house *is* vacant.

LESSON CLXXVII

Making Distinctions

After a conversation-lesson or study of the dictionary, tell in a sentence the difference between

a tenant and a landlord;
a debtor and a creditor;
a sloop and a schooner;
an island and a lake;
the president and the governor;
a shade and a tint.

LESSON CLXXVIII

Verb Forms Used with "Have, Has, Had"

1. Put *they* before each word in the first and third columns, and read rapidly. Then use *she*. Then *I*. 2. Read the second and fourth columns, using *they have; she has; I had*. 3. Which are simple past forms?

came	come	grew	grown
went	gone	rose	risen
fell	fallen	took	taken

Exercise 1. *Make statements or questions, using first one form and then the other*

Exercise 2. *Supply the right form in the following lines. Practice reading them till you can do so without hesitation.*

1. Her hair —— white.
2. She has —— old.
3. The sun —— in a cloud.
4. The moon has not ——.
5. The old wall —— this noon.
6. What if it had —— on us?
7. The news —— yesterday.
8. You have —— too soon.
9. The snow —— off last week.
10. Every flake has ——.

LESSON CLXXIX

HOLIDAYS

Exercise 1. *Explain orally why the following days are Holidays or Holy Days, and tell how each one is usually observed:*

Fourth of July; Labor Day; February 22; Christmas; Easter; Arbor Day; Thanksgiving; New Year's Day; Flag Day; Memorial Day.

Exercise 2. *Choosing one of these days, write a brief account of how it was spent at your home the last time it occurred.*

Exercise 3. *Which of these holidays do you think most worthy of being celebrated? Give your reasons.*

Exercise 4. *Mr. Frost gave Dorothy a new five dollar bill for a Christmas present. Write a story telling how she used it to make the day a merry one for Mrs. Poor and her children. Choose a good title.*

LESSON CLXXX

Old Ironsides

Oliver Wendell Holmes, a delightful writer of both prose and verse, was born at Cambridge, Massachusetts, August 29, 1809. He was for the most of his life a lecturer in Harvard University. "The Autocrat of the Breakfast Table" is his best known prose work. He wrote many poems, — some serious, some humorous. "The Chambered Nautilus," "The Living Temple," and "The Promise," are the ones by which he wished to be remembered.

When Oliver Wendell Holmes was a young man of nineteen, a proposition to destroy the "Constitution," a frigate in the United States Navy that had won many victories for the "Stars and Stripes," aroused great opposition. The vessel was old and unseaworthy, but she was loved for the service she had rendered during the War of 1812. Fired with the spirit of patriotism he wrote the following poem, which settled the question of the destruction of the old ship. She was repaired, and even now (1906) may be seen at the Navy Yard at Charlestown, Massachusetts.

Dr. Holmes died October 7, 1894, aged 85. He was the last of the "Six American Poets." Read his "The Last Leaf."

OLD IRONSIDES

Ay, tear her tattered ensign down!
Long has it waved on high,
And many an eye has danced to see
That banner in the sky;
Beneath it rung the battle shout,
And burst the cannon's roar; —
The meteor of the ocean air
Shall sweep the clouds no more.

Her deck once red with heroes' blood,
Where knelt the vanquished foe,
When winds were hurrying o'er the flood,
And waves were white below,
No more shall feel the victor's tread
Or know the conquered knee;
The harpies of the shore shall pluck
The eagle of the sea!

O, better that her shattered hulk
Should sink beneath the wave;
Her thunders shook the mighty deep,
And there should be her grave;
Nail to the mast her holy flag,
Set every threadbare sail,
And give her to the god of storms,
The lightning and the gale!

Exercise 1. *Tell the story of* "Old Ironsides."

Exercise 2. *Learn the poem and write it from memory.*

Exercise 3. *Find what you can about the author and his writings.*

LESSON CLXXXI

FORMS OF VERBS

Present FORM.	*Past* FORM.	FORM WITH *have, has, had, is, am, are, was, were, be, been.*
break	broke	broken
freeze	froze	frozen
speak	spoke	spoken
steal	stole	stolen
weave	wove	woven
write	wrote	written

1. Give the forms used to show what happened last year. 2. May these forms be used with *have* or *is*? 3. Repeat after *has* the forms that are proper to use with it; after *have; are; is; was.*

Exercise 1. *Fill the blanks with the proper forms of —*

Break: Think of having —— a promise.
Freeze: Is the water —— this morning?
Break: Do you know who —— the window?
Speak: She hasn't —— to me for a long time.
Steal: I found that a thief had —— it.
Weave: The wire has been —— into mats.
Write: I haven't —— my exercise yet.
Freeze: It seems to me that I am nearly ——.
Write: My cousin —— to us last week.
Steal: Were the jewels lost or ——?

Exercise 2. *Put the following words into sentences:*

Written; froze; broke; woven; broken; stole; frozen; spoke; wove; spoken.

LESSON CLXXXII

Choice of Verb Forms

Present Form.	*Past* Form.	Form with *have, is, are, be,* etc.
give	gave	given
take	took	taken
shake	shook	shaken
drive	drove	driven
ride	rode	ridden
eat	ate	eaten

1. Repeat rapidly the three forms of each word. 2. Repeat with *we* all those that may be used after it. 3. Repeat the words in the third column after *she has; it was; they have been; I had; what is; which were.*

Fill the blanks below, first with the **present** *form, then with the* **past** *form, and then with the* **have** *form of —*

Give: Mr. Peabody —— freely to the poor.
Take: The miser —— but never ——.

Shake: How the earthquake —— the buildings!
Drive: The shepherd —— his sheep into the fold.
Ride: Many a tourist —— a bicycle.
Eat: The silkworms —— the mulberry leaves.

LESSON CLXXXIII

A Picture for Study

Exercise 1. *How Soap Bubbles are made. Tell about* —

Making the suds — blowing the bubbles — how they move — how they look — what makes the colors — why they break — what is in them.

Exercise 2. *Write a letter to a friend, inviting her to a bubble party.* Tell when and where it is to be, and tell a little about the guests.

Exercise 3. Your friend replies either regretting that she cannot accept your invitation, on account of the illness of her mother, or accepting it with pleasure. *Write an appropriate reply.*

Exercise 4. *Let the boy in the picture tell what he sees in the bubble as it grows larger.*

LESSON CLXXXIV

Mistakes to be Avoided

"SHALL" OR "WILL"

"Father, will I harness the horse?" asked Henry.

"I cannot foretell what you will do or will not do, my son," answered Mr. Jones.

"I mean *shall* I harness the horse?"

"That is a different thing. Yes, I should like to have you harness him."

Tell why Henry's use of *will* in his first question was improper.

In asking questions with *I* or *we*, say "*Shall I?*" "*Shall we?*"

Exercise 1. *Fill the blanks properly and ask other questions:*

1. —— I bring you the book?
2. When —— I water your horse, sir?
3. What —— we give him, oats or hay?
4. How many problems —— we do?
5. Help me or I —— fall!
6. —— I take an umbrella?

"MAY" OR "CAN"

"Can I harness the horse again to-night, father?" asked Henry.

"I think you can," replied Mr. Jones, "you did it very easily this morning."

"Of course I *can* harness him, but *may* I do it?"

"Certainly you may if you wish."

Tell why Henry's use of *can* was wrong.

When asking permission or giving it say "*May I?*" or "*You may.*" "*Can I?*" means "*Am I able?*"

Exercise 2. *Fill the blanks properly and make other sentences:*

1. —— we study together? You —— if you like.
2. —— I close the window? You —— if you ——.
3. —— a bird fly if its wing is broken?
4. You —— write the letter if you ——.
5. —— Clara go with us?
6. —— you tell when he —— come?
7. What man has done man —— do.

LESSON CLXXXV

Mistakes to be Avoided

"learn" or "teach"

Teach means *give instruction*, but *learn* means *get knowledge*. Do not say *learn* when you mean *teach*.

Exercise 1. *Supply the proper words, and make other sentences:*

1. Will you —— me to play?
2. I think I can —— easily.
3. My mother —— me to sew.
4. We cannot —— him new tricks.
5. I can —— to play the piano if you will —— me.
6. Who —— the birds to sing?
7. We will —— you, but you must —— for yourself.
8. My friend has —— me to play tennis.

"ought"

One should not use *had* or *hadn't* with *ought*. Say simply, "She *ought*," or "She *ought not*."

Exercise 2. *Supply the proper words, and make new sentences:*

1. She said we —— to use slang. 2. —— they —— to go back now? 3. No one —— to use such words. 4. We —— to be ready.

"LOVE" OR "LIKE"

Do we *like* or *love* our country, our homes, and the dearest of our friends? Do we *love* to do things or do we *like* to do them? Which means to have affection for? to be pleased with?

Exercise 3. *Tell how the following sentences should read.*

1. Ask Nell if she —— olives.
2. Every mother —— her children.
3. Should you —— to sail to-day?
4. Maud —— the baby and —— to take care of him.
5. "Land of the noble free, thy name I ——.
   I —— thy rocks and rills."

Exercise 4. *Which of the following may a person love? Which may he like? Make statements or questions.*

strawberries	birds	to study	the flag
truth	peace	flowers	neighbors
caramels	music	fishing	beauty
pictures	friends	Fido	the sea

LESSON CLXXXVI

FORMS OF VERBS

Present FORM.	*Past* FORM.	FORM WITH *has, was, were, been,* etc.
drink	drank	drunk
sink	sank	sunk
ring	rang	rung
sing	sang	sung
spring	sprang	sprung
begin	began	begun

1. Give the past forms of the words in the first column. 2. Is it proper to use *have* with these past forms? 3. Use *has* with the words in the third column; then use *was; is; will be; has been.*

Fill the blanks with the proper form of —

Drink: We have —— enough.
Sing: Have I —— that before?
Begin: Winter —— last Friday.
Drink: Has she —— it all?
Ring: Has the bell —— yet?
Sing: I —— twice last night.
Ring: Who —— the bell?
Spring: Both lions —— at him.
Begin: Has school —— yet?
Sink: It had —— near shore.
Sing: Was that —— correctly?
Drink: Had he ever —— wine?

LESSON CLXXXVII

Advertisements to Answer

Write a letter answering for yourself or for some other person one of the following advertisements:

WANTED. — An errand boy in a lawyer's office. Apply by letter, stating age, progress in school, etc. Wm. A. Choate, 593 Clark St., Chicago, Ill.

FOUND. — A pocket-book containing money. The owner may have it by proving property and paying the cost of advertising. Address, or apply in person, to Benjamin Wood, Hotel St. Cloud, Pittsburg, Penn.

WANTED. — A situation by a competent Scotch girl; for either cooking or general housework; city or country. Good references. Address, Jane McGregor, 1024 Vine Street, Cincinnati, Ohio.

TO LET. — 97 Chester Sq. A sunny, well-furnished front room, with first-class board. Address Mrs. L. A. Hastings.
Boston, Sept. 20.

LESSON CLXXXVIII

Advertisements to Write

1. You have lost a pet dog. Write an advertisement for a local paper, describing him and offering a suitable reward. Make it complete but brief. Every line adds to the cost.

2. You are obliged to leave school to go to work. Advertise for such a position as you think you could fill, stating your qualifications.

3. Write an advertisement describing briefly such a house as you wish to hire. Mention the location desired and certain advantages it must have.

4. Write such an advertisement as a dressmaker might use; a coal dealer; a druggist; a florist; a grocer who has recently removed to a new location.

LESSON CLXXXIX

Trades and Professions

Write in a column the names of a dozen men whom you know. Put opposite each name what the man does to earn a living.

1. Some men work at *trades*, some have *professions*. What do these words mean? What is the difference between a trade and a profession? 2. How does a man learn a *trade?* 3. How does he learn a *profession?* 4. How many of the men in your list use *tools* or *instruments?* 5. What kind does each use? 6. How many hours a day does each work? 7. What is the difference between *wages* and *a salary?* 8. What trades and professions may women follow?

Exercise. What would you like to do to earn a living when you grow up? Write a letter to your father, or to some friend, telling what trade or profession you would prefer, and why you choose that rather than any other.

LESSON CXC

A Poem for Study

THE LANDING OF THE PILGRIMS

The breaking waves dashed high
On a stern and rock-bound coast;
And the woods against a stormy sky,
Their giant branches tossed;

And the heavy night hung dark,
The hills and waters o'er,
When a band of exiles moored their bark
On the wild New England shore.

Not as the conqueror comes,
They, the true-hearted, came,
Not with the roll of stirring drums,
And the trumpet that sings of fame;

Not as the flying come,
In silence and in fear;—
They shook the depths of the desert gloom
With their hymns of lofty cheer.

Amidst the storm they sang;
And the stars heard, and the sea;
And the sounding aisles of the dim woods rang
To the anthem of the free!

The ocean eagle soared
From his nest by the white wave's foam;
And the rocking pines of the forest roared,—
This was their welcome home!

There were men with hoary hair,
Amidst that pilgrim band;—
Why had they come to wither there,
Away from their childhood's land?

There was woman's fearless eye,
Lit by her deep love's truth;
There was manhood's brow serenely high,
And the fiery heart of youth.

What sought they thus afar?
Bright jewels of the mine?
The wealth of seas, the spoils of war?
They sought a faith's pure shrine.

Ay, call it holy ground,
The soil where first they trod!
They have left unstained what there they found,
Freedom to worship God!

—Felicia D. Hemans.

Exercise 1. 1. Who were the exiles mentioned in the seventh line? 2. What was the name of their bark? 3. On what part of the New England shore did they land? When? 4. Describe the band after reading the fourth stanza. 5. Why did the Pilgrims leave their native land?

Exercise 2. *After conversation, tell briefly the story of* "The Pilgrims."

Exercise 3. *Commit to memory this beautiful poem of Mrs. Hemans. Learn something about the author.*

Exercise 4. The picture on the opposite page represents two of the younger pilgrims, John Alden and Priscilla, and is from a painting by George Henry Boughton, an English artist.

Where are the two going? What is the book? Why does John Alden carry a gun?

You will be interested to read what Longfellow says about John Alden and Priscilla in "The Courtship of Miles Standish."

Study other Pilgrim pictures by the same artist.

LESSON CXCI

Verb Forms

1. What do the present forms show? 2. What do past forms show? 3. Repeat the three forms of each verb. 4. Show in sentences how the third form of each is used.

Present Form.	*Past* Form.	Form with *have*, *had*, etc.
swear	swore	sworn
tear	tore	torn
wear	wore	worn
swim	swam	swum
run	ran	run

Exercise 1. *Fill the following blanks with the proper form of —*

Swear: Both witnesses had —— falsely.
Swim: I do not know who —— across the river.
Swim: Have you —— so far as that?
Wear: The poor fellow's clothes were badly ——.
Tear: Who —— this page? It was not —— before.
Run: The brooks all —— dry last August.

Exercise 2. *Use the following words in statements or in questions:*

Swore, run, tore, swum, wore, worn, swam, torn, ran, sworn.

LESSON CXCII

A Poem to Learn

Edgar Allan Poe has been called the greatest American poet. He is at any rate one of the most original. He was born in Boston, January 19, 1809, but was taken to Richmond, Virginia, when he was but two years old, and he spent much of his life in the South. He studied for a time at the University of Virginia and at West Point. "The Raven," which appeared in a volume of poems in 1845, made him famous. His verses have a charm like that of beautiful music. Poe died in Baltimore, Maryland, October 7, 1849.

THE BELLS

Hear the sledges with the bells,
Silver bells!
What a world of merriment their melody foretells!
How they tinkle, tinkle, tinkle,
In the icy air of night!
While the stars, that oversprinkle
All the heavens, seem to twinkle
With a crystalline delight;
Keeping time, time, time,
In a sort of Runic rhyme,
To the tintinnabulation that so musically wells
From the bells, bells, bells, bells,
Bells, bells, bells —
From the jingling and the tinkling of the bells.

Hear the loud alarum bells,
Brazen bells!
What a tale of terror, now, their turbulency tells!

In the startled ear of night
How they scream out their affright!
Too much horrified to speak,
They can only shriek, shriek,
Out of tune,
In a clamorous appealing to the mercy of the fire,
In a mad expostulation with the deaf and frantic fire,
Leaping higher, higher, higher,
With a desperate desire,
And a resolute endeavor
Now — now to sit, or never,
By the side of the pale-faced moon.
Oh, the bells, bells, bells!
What a tale their terror tells
Of despair!
How they clang, and clash, and roar!
What a horror they outpour
On the bosom of the palpitating air!
Yet the ear it fully knows,
By the twanging
And the clanging,
How the danger ebbs and flows;
Yet the ear distinctly tells,
In the jangling
And the wrangling,
How the danger sinks and swells, —
By the sinking or the swelling in the anger of the bells,
Of the bells,
Of the bells, bells, bells, bells,
Bells, bells, bells —
In the clamor and the clangor of the bells!

Exercise. *Narrate some experience of your own suggested by this poem.*

LESSON CXCIII

Mistakes to be Avoided

"this, that"; "these, those"

This and *that* are used with *singular* names.
These and *those* are used with *plural* names.

This kind; *these* kinds; *that* sort; *those* sorts.
Them is not to be used with any noun.

Exercise 1. *Fill the blanks first with* **this** *or* **these**, *and then with* **that** *or* **those**:

—— book	—— house	—— kind	—— sort
—— books	—— houses	—— kinds	—— sorts

1. —— kind of apples is sweet, but —— kind is sour.
2. —— three kinds of flowers go well together.
3. I do not like —— sort of pens.
4. Books of —— kind should never be written.
5. —— kind of carpets is made in Lowell, but —— kind comes from England.
6. Please let me take —— scissors.

"who" or "which"

When speaking of persons, use *who* or *that;* when speaking of animals, use *which* or *that.*

Exercise 2. *Supply the proper word in the following sentences:*

1. Did you thank the person —— told you?
2. Have you ever seen a bird —— could talk?
3. Why are animals —— live in the Frigid Zone commonly white?

4. The gentleman —— welcomes the guest is the host.
5. Some fish —— live in caves are eyeless.
6. I have several pets of —— I am very fond.
7. Was it the man or the horse —— was killed?

LESSON CXCIV

A Fable to Retell

Some larks had a nest in a field of grain. One evening the old larks coming home found the young ones in great terror. "We must leave our nest at once," they cried. Then they related how they had heard the farmer say that he must get his neighbors to come the next day and help him reap his field. "Oh," cried the old birds, "if that is all, we may rest quietly in our nest."

The next evening the young birds were found again in a state of terror. The farmer, it seems, was very angry because his neighbors had not come, and had said that he should get his relatives to come the next day to help him. The old birds took the news easily, and said there was nothing to fear yet.

The next evening the young birds were quite cheerful. "Have you heard nothing to-day?" asked the old ones. "Nothing important," answered the young. "It is only that the farmer was angry because his relatives also failed him, and he said to his sons, 'Since neither our relatives nor our neighbors will help us, we must take hold to-morrow and do it ourselves.'"

The old birds were excited this time. They said, "We must leave our nest to-night. When a man decides to do a thing for himself, and to do it at once, you may be pretty sure that it will be done."

Exercise 1. *Retell this story as it was told by one of the young larks to a neighbor in their new home. You may entitle it* "Why We Moved."

Exercise 2. *Read this fable using synonyms for as many of the words as possible.*

LESSON CXCV

Directions to Strangers

Exercise 1. Three strangers have come to your town (or city). They wish to go first to the hotel. Then they would like to see in as short a time as possible the most interesting things in the town. Give them careful directions. Mark out their route, tell them how they can go most quickly to the various points, and instruct them what to look for.

Exercise 2. A friend who is visiting in your town wishes to make some purchases. He intends to buy a hat, a pair of shoes, and a handkerchief. He wishes also to have his watch and his satchel repaired. Give him careful directions where to go.

Exercise 3. An Englishman has come to your town all the way from London to see about a piece of property that has been left to him by will. He wishes to know where it is, how much it is worth, whether the taxes have been paid on it, and whether his title to it is clear. Learn from your father or from some one else where he must go and what he must do to get this information. Then give him careful directions how to proceed.

Exercise 4. A stranger who has just come to your town has picked up on the street a pocket-book containing $200 in $50 bills. There is nothing in the purse to show who is the owner. What do you advise him to do with it? Tell him exactly where he should go, whom he should see, and what steps he should take to restore the purse to the owner.

LESSON CXCVI

Our National Hymn

My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the pilgrims' pride,
From every mountain side
Let freedom ring.

My native country, thee —
Land of the noble free —
Thy name I love;
I love thy rocks and rills,
Thy woods and templed hills;
My heart with rapture thrills
Like that above.

Let music swell the breeze,
And ring from all the trees
Sweet freedom's song;
Let mortal tongues awake;
Let all that breathe partake;
Let rocks their silence break, —
The sound prolong.

Our Father's God, to Thee,
Author of Liberty,
To Thee we sing:
Long may our land be bright
With freedom's holy light;
Protect us by Thy might,
Great God, our King.

Learn this hymn and practice writing it from memory until you can make a perfect copy. Find the author's name.

LESSON CXCVII

Stanzas to Learn

Paul Hamilton Hayne, a celebrated Southern poet, was born in Charleston, South Carolina, January 1, 1830. After graduating from the University of South Carolina, he applied himself first to law and then to literature. For many years he was an editor of various magazines. His first volume of poetry was published when he was twenty-five. He wrote many beautiful poems, in which one may note a loving observation of nature and great sympathy for his fellow-men. Among his writings are a few stirring war-songs and some delightful verses for children. He died at Grovetown, near Augusta, Georgia, July 6, 1886.

Copy these verses and commit them to memory :

WILL AND I

We roam the hills together
Will and I;
And the glowing sunbeams bless us
And the winds of heaven caress us,
As we wander hand in hand
Through the blissful summer land,
Will and I.

Where the tinkling brooklet passes
Through the heart of dewy grasses,
Will and I
Have heard the mock-bird singing,
And the field-lark seen upspringing
In his happy flight afar,
Like a tiny winged star,
Will and I.

ELEMENTS OF GRAMMAR

LESSON CXCVIII

KINDS OF SENTENCES

WHENEVER we talk or write, we express our thoughts by the use of words. These words grouped together form **sentences.** Each complete thought expressed in words makes a sentence.

Sometimes we ask a **question,** as in —

From what do leaves come?

Sometimes we make a **statement** about a thing or person as in —

Leaves come from buds.
The gardener cares for the plants.

Sometimes we give **a command** or make a **request,** as in —

Find some leaf-buds and flower-buds.
Please tell me the difference between them.

Sentences are complete statements, questions, or commands.

An **Assertive** sentence is one that makes a statement.

An **Interrogative** sentence is one that asks a question.

An **Imperative** sentence is one that gives a command or makes a request.

Sentences of any of these kinds may be spoken with great earnestness or strong feeling, as in —

Mother! The cows are in the corn!
What shall we do! Drive them out!

Sentences uttered in this way are called **exclamatory** sentences. In writing them the exclamation point (!) indicates what the tone of the voice shows in speaking. Such sentences as —

What a strange story he tells!
How delightfully he tells it!

are also called *exclamatory*.

Exercise. *In the following selection, try to find the three kinds of sentences:*

The little Hiawatha was in the wigwam. He had been asleep. It was midnight, and the wigwam was very dark.

All at once he heard sounds from the forest. "What is that, Nokomis?" "Is it the Naked Bear?" "Hush, little boy! It is but the owl and the owlet. They are hooting and laughing in the forest. They are not hooting at us. Close your eyes and sleep." She told him stories of the owls. She sang the song of the owlet to him.

LESSON CXCIX

The Two Parts of a Sentence

I. The Subject. Supply words to show what we are speaking about:

—— blows.	—— float in the sky.
—— growl.	—— rises in the east.
—— crow.	—— are brought from Florida.

Every sentence has two parts. One part shows what we are speaking about. This part is the **Subject.**

When we say "Water freezes," the word *water* shows what we are speaking about when we say "freezes." Therefore *water* is the subject.

Exercise 1. *Read the words that show what we speak about in these sentences:*

The rain falls.	Butter is made of cream.
The lightning flashes.	Turtles lay eggs in the sand.
The thunder rolls.	Some fishes have no eyes.

Exercise 2. *Think of something that you know about each of the following. Then make sentences, using these words as subjects:*

watches	cold weather	mittens	our house
vases	frogs	bits of paper	some boys
clouds	oxen	the Indians	pens and ink

The subject of a sentence names that about which something is said.

II. **The Predicate.** Supply one or more words to show what is said about each of these subjects:

Dogs ——.	The sun ——.	Charles ——.
Birds ——.	Grace ——.	The train ——.
Fishes ——.	Ice ——.	The owl ——.

Besides the subject, every sentence has another part that shows **what is said about the subject.** This part is the **Predicate.**

When we say, "The stars twinkle," *twinkle* shows what is said of the stars. Therefore, *twinkle* is the predicate.

Exercise 3. *In each of the following sentences what do we speak about? What is said about it?*

A triangle has three sides.	The bear slept all winter.
A soap bubble is a sphere.	A cat has eighteen claws.
The peacock came from Asia.	The oak tree bears acorns.

Exercise 4. *Supply subjects for these predicates:*

—— drinks at the trough.
—— swim in the sea
—— grow in the ponds.
—— brings the letters.
—— carries the news.
—— sharpens the knife.

The predicate of a sentence shows what is said about the subject.

LESSON CC

Subject and Predicate Combined

Exercise 1. *Find the subject and predicate in each of the following sentences, and give the reason for your choice.*

Example: "Each day has its duties." *Each day* is that about which something is said, and therefore is the *subject*. *Has its duties* is what is said about *each day*, and therefore it is the *predicate*.

1. Diligent boys make industrious men.
2. Vapor rises from the ocean.
3. Columbus was born in Italy.
4. The American flag is the symbol of liberty.
5. Whittier wrote "Snow Bound."
6. The city of Venice is built upon islands.
7. Commodore Perry was called "The Hero of Erie."
8. The Norwegians hunt on snow-shoes.
9. Some rivers rise from springs.
10. The pond-lily closes its white leaves at night.

How many subjects and predicates in each of the sentences in the preceding exercise?

A simple sentence is a sentence that has one subject and one predicate.

Sixty seconds make one minute.
Sixty minutes make one hour.

Sometimes two or more simple sentences are united, as in —

Sixty seconds make one minute, *and* sixty minutes make one hour.
It is going to snow, *but* I shall be there.

A compound sentence is a sentence made by uniting two or more simple sentences.

Exercise 2. *Notice which of the thoughts expressed in the following sentences naturally belong together. Then make of them three compound sentences:*

The sky is blue.	The sun sets.	The stars appear.
Birds sing sweetly.	Frogs only croak.	The air is very clear.

The simple sentences that form a compound sentence are generally separated by commas.

Exercise 3. *Make compound sentences of the following, using* and, but, therefore, yet, or, nor, *as connecting words:*

1. Listen to the bird ——
2. The signal sounded ——
3. Do not attempt it ——
4. Has he confessed ——
5. Time is flying ——
6. That lesson was long ——
7. I am not satisfied ——
8. The sun warms the earth ——
9. He heard the whistle ——
10. Do you enjoy driving ——

LESSON CCI

NOUNS

We have been learning how to use words in expressing our thoughts. Let us now learn something of the **kinds of words** that we use.

The sun ripens the grain.
The leaves cover the trees.
The branches bend with fruit.
Do flowers grow by the roadside?

1. What words in these sentences are used as names? 2. Which of them mean more than one? 3. Give the names of four things to be seen in the sky. 4. Of five things that may be bought at a store. 5. Of four wild animals. 6. Of four animals that fly. 7. Of four parts of a leaf. 8. Of ten things in the schoolroom.

Exercise 1. *Ten of the following words may be used as names. Which are they?*

true; watch; beautiful; tack; think; steamer; steam; straight; paint; back; crocus; miller; tired; angry; anger; strong; strength.

A noun is the name of something.

Common and Proper Nouns. 1. Which of these names apply to you?

boy	pupil	daughter	animal	niece
girl	son	child	nephew	singer

2. Might they describe any one besides you? 3. How many others? 4. What is your own name; that is, what name was meant for you and no one else? 5. Which of the following names belongs to one person only?

man	officer	patriot
soldier	citizen	George Washington

6. Which of them could be used of many other persons? 7. Mention the name that is the property of only one man. 8. Of one woman. 9. Of one city only. 10. Of one country. 11. Of one island. 12. Of one nation.

13. Mention a name that may refer to each one of more than ten thousand animals. 14. To each one of a million persons. 15. To each one of a thousand streams of water.

17. Which of the following nouns belong to just *one* person, place, or thing?

river	Amazon	president	Thomas Jefferson
city	New Orleans	country	France
town	Melrose	state	Minnesota
street	Broadway	ocean	Atlantic
mountain	Etna	book	"The Arabian Nights"

18. Which of them may apply to *any one* of the kind, or to *all* of the kind?

19. How many persons are there in your schoolroom? To how many could you give the names *boy? girl?* How many have the name Robert? Ruth?

Boy and *girl* are **common** nouns because they are names of many persons.

Robert and *Ruth* are **proper** nouns because each is a name meant for one person as his own property.

A proper noun is a special name meant for only one person or thing.

A common noun is a general name that applies to any part or to the whole of a kind or class of objects.

Proper nouns should begin with capitals.

Exercise 2. *Mention the common and the proper nouns in Lesson 156.*

LESSON CCII

NOUNS: NUMBER

We have seen in Lesson 24 that nouns may be singular or plural.

A noun that names one thing is in the **singular number.**

A noun that names more than one thing is in the **plural number.**

Here are the rules that we have learned for forming plurals:

1. Most singular nouns are made plural by adding *s*.
2. Nine singular nouns are made plural without adding *s*.
3. All singular nouns that end in *s*, *x*, *z*, *sh*, or *ch* (soft) are made plural by adding *es*.
4. Singular nouns ending in *y* after a consonant, are made plural by changing *y* to *ies*.

5. Sixteen singular nouns ending in *f* or *fe* are made plural by changing *f* or *fe* into *ves*.

6. About forty singular nouns ending in *o* are made plural by adding *es*. Most of them are in common use.

Exercise 1. *Spell the plurals of these nouns:*

army	negro	foot	topaz	crutch	wolf
life	key	enemy	potato	tax	rush
ox	guess	half	child	tooth	mouse

Exercise 2. *In writing these sentences change "one" to "two," and make other needed changes:*

1. One fourth of one dollar is twenty-five cents.
2. One fly has six legs.
3. One penny will buy one cake.
4. One child plays with one toy.
5. One ox has eight shoes.
6. One man mows the lawn in two hours.
7. One German joined his regiment.
8. One quart equals one-eighth of one peck.
9. One box of butter weighs five pounds.
10. One medal was given to one hero.

LESSON CCIII

NOUNS: GENDER

Which nouns in this list refer to *males* and which to *females?*

aunt	prince	Henry	nephew	landlady
niece	Ruth	sister	husband	William
queen	widow	king	hero	brother

A noun that names a male is said to be of the **masculine gender.**

A noun that names a female is said to be of the **feminine gender.**

Compare the words in each two columns. Tell how they differ in form and meaning.

baron	baroness	Jew	Jewess
heir	heiress	prince	princess
host	hostess	poet	poetess
count	countess	Quaker	Quakeress

Sometimes a feminine noun is formed by adding *ess* to the masculine. As, —

shepherd (masculine); shepherdess (feminine).

Sometimes other endings or even entirely different words are used to indicate the gender of the noun. As, —

hero, heroine; king, queen; sir, madam.

Exercise. *Change the nouns in these sentences to nouns of the opposite gender:*

1. My brother's wife lives with her aunt.
2. The queen's heir will support his niece.
3. The landlady and her son cheered the prince.
4. My nephew and his wife met the author in London.
5. The king entertained the countess and her brother.
6. Mr. Lee's son called on the actor, Francis Joy.
7. In fairy stories we read of heroes, giants, mermaids, gods, and witches.
8. The heir to that estate was the hero of the story.
9. The guilty man was her father's brother.
10. When the emperor Joseph was a lad, he made good use of his opportunities at school.

The names of things without sex are sometimes said to be of the **neuter gender;** that is, they are *neither* masculine nor feminine.

LESSON CCIV

NOUNS: POSSESSIVE CASE

Review Lessons 28, 93, 125.

Explain the possessives you find in the sentences below:

1. Washington's home was at Mount Vernon.
2. Landscapes are Nature's pictures.
3. The daisy's petals are pure white.
4. Eugene Field's poems are the children's delight.
5. Have you seen an Indian's wigwam?

We have learned that nouns sometimes have a form ending in apostrophe-s ('s), which we have called the possessive form. Instead of speaking of the possessive **form** of nouns, we may speak of the possessive **case** of nouns, meaning precisely the same thing.

Here is a rule to guide us in writing the *possessive case* of nouns:

> **To plurals ending in s, add an apostrophe only (') ; to all other nouns add apostrophe-s ('s), to form the possessive case.**

Exercise 1. *Write the possessive case of these singular nouns:*

hero	lady	village	mass
ash	street	mulatto	watch
wife	turkey	cherry	mouse
ox	sheaf	flower	horse

Exercise 2. *First write the plurals of these same nouns, and then change them to the possessive case.*

Exercise 3. *Make a list of all the plural nouns in Lesson 40; of all the masculine nouns; of the feminine nouns; of the possessives.*

LESSON CCV

Pronouns: Kinds

"I can help you," said Mr. Gray to little Nell; "let me give you something for your garden." And when she thanked him, he said to himself, "I shall take up some roses and send them to her."

1. For whom does *I* stand? 2. Who is meant by *you*? 3. By *me*? 4. By *she*? 5. By *him*? 6. What is meant by *he*? by *himself*? by *them*? by *her*? 7. Is there any person for whom such names may not sometimes be used? 8. Read these sentences using the nouns instead of the words that stand for them. How do they sound?

Such words as *I*, *my*, *me*, *we*, *our*, *us*, *you*, *your*, *he*, *his*, *him*, *her*, *they*, *their*, *them*, *it*, and *its* are often needed to take the place of ordinary names. We use them when we speak about ourselves, or when we mention the person to whom we are speaking, or when we speak about some person or thing. They are used for nouns and are called *pronouns*.

A pronoun is a word used instead of a noun.

Exercise 1. *Write ten sentences about yourself and your friends making use of some of the pronouns that have been mentioned.*

I. Personal Pronouns. Some pronouns always represent the **speaker.** As:

I my me we our us myself

These pronouns are said to be of the **first person.**

Some pronouns always represent the **one spoken to,** as:

Thou thy thee you your yourself

These pronouns are said to be of the **second person.**

Some pronouns always represent the **person or thing spoken of.** As:

He she it they their them himself herself

These pronouns are said to be of the **third person.**

A personal pronoun is a pronoun that is always used to represent the speaker, the person spoken to, or the person or thing spoken of.

Exercise 2. *Select the personal pronouns in Lesson 69. Of what person is each one?*

II. **Interrogative Pronouns.** Some pronouns are used to ask questions. Thus:

Who was the military leader of the Pilgrims?
Whose history are you studying?
Whom do you mean to invite?
What was Washington called?
Which of Kipling's books do you like best?

Pronouns that are used to ask questions are called **interrogative pronouns.**

Answer the above questions to see what the pronouns *who*, *whose*, *whom*, *what*, and *which* stand for.

The word for which the interrogative pronoun stands is always found in the answer to the question.

Who, *whose*, *whom*, *which*, and *what* are the principal interrogative pronouns.

Exercise 3. *Think of some questions you would like to ask. Then write five sentences containing interrogative pronouns.*

Exercise 4. *Write five statements which shall answer these questions.*

Exercise 5. *Write three interrogative sentences without using interrogative pronouns.*

An interrogative pronoun is one that asks a question.

III. Relative Pronouns.

A *studious* boy is a boy ***who studies.***
A *runaway* horse is a horse ***which has run away.***
A *royal* yacht is a yacht ***that the king owns.***
We cannot hear *your answer.*
We cannot hear ***what*** *you say.*

1. In what two ways is the *boy* described in the first sentence?
2. What *horse* are we talking about in the second sentence?
3. What two expressions in the third sentence mean the same? What do they describe?
4. What is the difference between "*your answer*" and "*what you say?*"
5. What do *who*, *which*, and *that* stand for in these sentences?

Expressions like *who studies*, *which has run away*, *that the king owns*, and *what you say* are called *clauses*. Though each contains a subject and a predicate it is only a *part* of the sentence, and does not express a complete thought.

The words *who*, *whom*, *which*, and *that* are pronouns because they stand for nouns. They are called **conjunctive** pronouns because they connect the clause to the rest of the sentence. They are called **relative** pronouns because they relate to a preceding noun or pronoun called the **antecedent.**

What used in a clause is a *conjunctive* pronoun, though its antecedent is not expressed.

Exercise 6. *Review the last part of Lesson 193.*

Exercise 7. *In each of the following sentences select the relative pronoun, and point out its antecedent.*

1. The fur *which warms a monarch* warmed a bear.
2. Happy is the man *who findeth wisdom.*
3. Life is *what we make it.*
4. The words *that you speak* show the thoughts *that you have.*
5. He that would thrive must rise at five.
6. The sentinel who kept the gate fell asleep.
7. They that seek me early shall find me.
8. He liveth long who liveth well.
9. Victoria was a woman whom the nation loved.
10. A man who holds his tongue is counted wise.

Exercise 8. *Read the clause in each sentence and tell its subject and predicate.*

A relative pronoun is one that relates to a preceding noun or pronoun and introduces a clause.

IV. Adjective Pronouns.

The study of adjective pronouns may follow the study of limiting adjectives.

All have faded. *One* was killed and *another* wounded.
Both were wrecked. *Each* talked to the *other.*
Many were orphans. *Several* were blind.
That is five minutes slow. *This* is the last sentence.

1. Supply a noun after each italicized word.
2. Tell what each italicized word stands for.
3. What is a pronoun? Why may these words be called pronouns?

Words like *all*, *many*, *each*, *one*, *both*, *this*, *that*, *these*, *those* are **pronouns** because they stand for nouns. They are called **adjective** *pronouns* because they are limiting adjectives used without their nouns.

Exercise 9. *Point out the adjective pronouns and tell the noun that might be used with each.*

1. Which is the best book, this or that or the other?
2. Many went into the battle but few returned.
3. What is one man's meat is another's poison.
4. These were laid yesterday, but those are a week old.
5. All but one were saved from the wreck.

An adjective pronoun is a limiting adjective used without its noun.

LESSON CCVI

Pronouns: Gender, and Number

Caroline studies *her* lessons.
She always does *her* best.
Henry admires *his* sister.
He does not follow *her* example.
He ought to follow it.

Gender. Which of these pronouns represent a male? Which a female? Which are masculine? Feminine?

He, *she*, and *it*, and their variations indicate gender. *He*, *his*, and *him* are of the masculine gender. *She* and *her* are of the feminine gender, and *it* and *its* are of the neuter gender; that is, they are neither masculine nor feminine. All other pronouns, like *I*, *we*, *they*, *them*, *who*, *that*, *one*, *some*, *few*, etc., may represent either males or females.

Number. 1. Which of these pronouns are singular and which are plural?

He, they, she, their, him, them, her, his.

2. In the sentence, If any boy knows, let him raise his hand, what do *him* and *his* stand for? 3. Does "any boy" mean one or more than one?

4. In the sentence, If the men thought so *they* would give *their* opinion, what do *they* and *their* stand for? 5. Is the noun singular or plural?

Exercise 1. *Supply suitable pronouns here, and tell the nouns to which they refer; that is, tell the antecedents of the pronouns.*

1. Every girl must use —— own book.
2. Let each boy do the best that —— can.
3. Boys, what will —— do with —— guns?
4. We shall carry —— with ——.
5. Cannot one bring —— money with ——?
6. The girl said that —— had no money of —— own.
7. If a man perseveres, —— commonly succeeds.
8. If anybody knows, —— must not tell.

A pronoun is singular when it stands for a singular noun.

A pronoun is plural when it stands for a plural noun.

A pronoun and its antecedent should be of the same number and gender.

Exercise 2. *Find all the pronouns in Lesson 26; point out their antecedents, and tell in what respect the pronoun and its antecedent are alike.*

LESSON CCVII

Pronouns; their Cases

The study of this lesson should follow the study of verbs.

Review Lesson 131.

Six very common pronouns — *I*, *we*, *he*, *she*, *they*, *who* — have three *case-forms* or *cases*, to show different uses in sentences:

(1) The possessive to show ownership; as *my* book, *our* friends, *his* home, *her* child, *their* money, *whose* purse.

(2) The **objective,** required when the pronoun is used as an object, as: See *me;* meet *us;* call *him;* for *her;* after *them;* with *whom?*

(3) The **nominative** for all other uses in a sentence, as: *I* write, *he* sings, *she* plays; it is *they; we* were going; *who* is it?

Exercise 1. *Learn to give these case-forms in a regular way, as follows:*

	NOMINATIVE.	POSSESSIVE.	OBJECTIVE.
Singular	*I*	*my*	*me*
Plural	*we*	*our*	*us*
Singular	*he*	*his*	*him*
Singular	*she*	*her*	*her*
Plural	*they*	*their*	*them*
Sing. or Plu.	*who*	*whose*	*whom*

The pronoun *thou, thy, thee,* now used chiefly in prayer or poetry; the possessive forms *mine, thine, ours, hers,* and *theirs;* and the pronoun *whoever* and *whosoever* we shall study about in the future.

Exercise 2. *Learn the six* ***nominative*** *forms; the six* ***objective*** *forms.*

Exercise 3. *Tell the case and number of these pronouns:*

her	him	them	who	I	their	whose
whom	us	our	his	me	they	my

LESSON CCVIII

PRONOUNS: MISTAKES IN USING THEM

To follow the study of verbs and prepositions.

Many of our mistakes in talking or writing come from our using the **objective** form of a pronoun when we should use its

nominative form. Sometimes, too, we use nominative forms for objects, which is always wrong.

> Me, us, him, her, them, **and** whom **are objective forms, and are to be used as objects of verbs and prepositions.**

Exercise 1. *Make sentences by filling the blanks with* me, us. him, her, them, *or* whom:

1. Mr. Morse asked —— and —— to go.
2. Did you ask —— or —— to write?
3. He called ——, but not ——.
4. This is a secret between —— and ——.
5. The invitation is for —— and ——.
6. For —— is that bought?
7. —— did he call?
8. —— did you give it to?
9. With —— was he going?
10. I want you and —— to go. He wants you and —— to go.
11. —— did they choose as captain?
12. Nothing is too good for —— or ——.
13. —— did you see?
14. This is for you and ——.
15. Always say between you and ——.
16. —— is this for?
17. I know —— he meant.

Exercise 2. *Read these sentences with the blanks filled with pronouns over and over until you become familiar with the right form.*

> I, we, he, she, they, **and** who **are nominative forms, and are to be used as subjects of verbs or complements of such verbs as** is, was, were, has been, will be, may be, can be, must be, **etc.**

Exercise 3. *Supply* I, we, he, she, they, *or* who *to make sentences:*

1. —— and —— are going to the fair.
2. —— and —— were there last night.
3. There were present only —— and ——.
4. —— was absent, and so were ——.
5. —— were absent, and so was ——.
6. It is ——. It wasn't ——.
7. Is it ——? No, it is ——.
8. It is not —— nor ——.
9. Do you know —— it is?
10. —— and —— will go.
11. It can't be ——. It must be ——.
12. Was it ——? No, it was ——.
13. —— knew it was——.
14. It will not be ——.

LESSON CCIX

Adjectives: Kinds

I. Descriptive Adjectives. — We have been talking about nouns and pronouns and the way they are used in sentences. There is another kind of word that is often used with a noun to add to its meaning.

Yellow roses.	A sad face.	Willing hands.
Bright skies.	Short stories.	A dark night.
Happy children.	Cross words.	Fragrant flowers.

1. What names or nouns are used here? 2. What kind of roses is mentioned? 3. What word describes the skies? the stories? the hands? 4. For what is *happy* used? *sad? dark? fragrant?*

Exercise 1. *Think of words that will describe these things by showing what kind is meant:*

—— bear.	—— ice.	—— lesson.	—— roads.
—— well.	—— spring.	—— friends.	—— lion.

Exercise 2. *What may these words describe:*

sour	old	lofty	noisy	fair	awful
sweet	young	low	quiet	ugly	lovely

Exercise 3. *Look at the picture of* "The Farm Yard" *on page 109 and think of all the words that may describe what you see there.*

A word used to *describe* a person or thing is an **adjective.**

II. Limiting Adjectives. — All the adjectives which we have been using *describe* things. Besides such adjectives, there are others that show only *which ones* or *how many* are meant.

That mast is broken.	*Six* oaks have fallen.
Those nests are empty.	*Some* small maples remain.
Can you solve *this* riddle?	*All* roses have thorns.
Carry *these* heavy bundles.	Come *next* Sunday.

1. In these sentences there are four adjectives that *describe:* try to find them. 2. What does each one describe? 3. What word shows *which* mast is meant? *How many* oaks have fallen? 5. *Which* heavy bundles are referred to? 6. *How many* roses are meant? 7. What is *this* used for? *some? next? all?*

Exercise 4. *Write seven sentences about* windows, *using these adjectives to show which ones, or how many, are meant:*

three every yonder both first several each

An adjective that *describes* a person or thing is called a **descriptive** adjective.

An adjective that shows *which one* or *how many* are meant without describing, is called a **limiting** adjective.

Articles. — *The* and *an* (or *a*) are words that appear in almost every sentence. They are *limiting adjectives*, but are generally called **articles.**

An and *a*, meaning *one*, are different forms of the same word. When it is used before a word beginning with a *vowel* sound, it takes the form *an*. Before a consonant sound it is simply *a*. As:

An emerald, *a* diamond; *an* honor, *a* beaver.

An adjective is a word used to describe some person or thing, or to limit a noun.

Descriptive adjectives made from proper nouns are called **proper** adjectives. As: Japan, Japanese; Africa, African.

Proper adjectives should begin with capital letters.

Exercise 5. *Supply words made from proper nouns:*

1. The people of France speak the —— language. 2. —— carpets are made in Persia. 3. People born in America are ——. 4. Columbus sailed under the —— flag. 5. Ours is the —— language.

Study the Lesson on Adjective Pronouns.

LESSON CCX

ADJECTIVES: COMPARISON

Boston is a *large* city.
Chicago is a *larger* city than Boston.
London is the *largest* city in the world.

1. To what class do the italicized words belong? 2. With what are they used? 3. What is the difference in their form?

Sometimes we wish to compare persons and things with one or with many others. We change the form of the adjective when we do this.

I. The form of the adjective that expresses no comparison is called the **positive degree.** As: cold, bright, young.

II. The form of the adjective used in comparing two persons or things is called the **comparative degree.** This usually ends in *er.* As: **colder, brighter, younger.**

III. The form of the adjective used in comparing one person or thing with more than two others is called the **superlative degree.** This usually ends in *est.* As: **coldest, brightest, youngest.**

A few common adjectives show their degree by entirely different words. As:

POSITIVE.	COMPARATIVE.	SUPERLATIVE.
good	better	best
bad	worse	worst
little	less	least

Exercise 1. *Tell which degree of these adjectives is given:*

Dearest, nearer, longer, green, sunny, sweetest, dark, oldest, heavier

We cannot add **er** and **est** to most adjectives of two syllables without making ill-sounding words. When we need to use such adjectives in comparing persons or things we use *more* and *most* with the positive degree of the adjective.

As: wonderful, *more* wonderful, *most* wonderful,
beautiful, *more* beautiful, *most* beautiful,
remarkable, *more* remarkable, *most* remarkable.

Exercise 2. *Think of suitable adjectives to describe these things. Do not repeat any adjective.*

brook	oak	robin	island	fish
mountain	clouds	beach	road	butterfly

Exercise 3. *Name three things that these may properly describe:*

lovely **fine** **great** **grand** **nice** **awful**

Exercise 4. *Write six sentences giving the comparative form of the foregoing adjectives.*

Exercise 5. *Make two adjectives from each of these nouns:*

sense	fear	noise	faith	grace
taste	luck	bone	joy	friend
cloud	law	sleep	leaf	care
mercy	value	worth	love	pity

Exercise 6. *With which of the adjectives you have made may the prefix* **un** *be used? How does* **un** *change the meaning?*

Exercise 7. *Tell the degree of comparison of the adjectives in the following sentences, and tell what each one describes:*

Helen is a better reader than Carrie.
The Sahara is the greatest desert on the earth.
My spelling is worse to-day.
The pass was steep and rugged.
Her hair was not sunnier than her heart.
He became a poorer but a wiser man.
Africa is the hottest of the continents.

Exercise 8. *Select the adjectives in Lesson 35; tell the kind, and what each describes or limits.*

LESSON CCXI

VERBS: WORDS THAT ASSERT

We have seen how useful nouns, pronouns, and adjectives are in helping to form sentences. There is another kind of words, however, more important than any of these, because without a word of this kind it is impossible to make a sentence.

Supply the word that seems to be needed to make sentences — either statements, questions, or commands — of the following:

The twinkling stars —— at night.
The soldier —— under the green mound.
Brave men —— no danger.
—— the cherries ripe yet?
—— kind to all dumb animals.
Gold and diamonds —— from South Africa.
Victoria —— queen sixty-three years.

If we read these expressions as they are printed we neither *tell* nor *ask* nor *command.*

The word that gives them life, and makes each a *sentence*, is called a **verb.**

A verb is a word that asserts.

Most verbs express *action;* that is, they tell what things *do.*

Winter goes.	The buds open.
Spring comes.	Flowers blossom.
The grass appears.	The robin sings.

1. What word tells what winter *does?* 2. What tells what the flowers *do?* 3. What does *comes* tell us? *opens? appears? sings?*

Exercise 1. *Supply words to tell what these things do:*

Hens ——.	Cats ——.	Lambs ——.	Fire ——.
Doves ——.	Geese ——.	Plants ——.	Rivers ——.
Stars ——.	Lead ——.	Bees ——.	Fish ——.

Exercise 2. *Each of these verbs will suggest something that you have done or said. Using six of them, write two statements, two questions, and two commands:*

sleep	study	work	jump	break
play	speak	forgive	listen	open

Exercise 3. *Make a sentence without a noun; without a pronoun; without an adjective. Can you make one without a verb?*

LESSON CCXII

VERBS: TRANSITIVE

Edward walks.	Samuel sits.
James runs.	Ellen stands.
Mary talks.	The children rise.

1. Mention the verbs in these short sentences. 2. Which express action? 3. Is each sentence complete?

George	opens	the book.
Edna	closes	the door.
Sarah	lifts	a chair.
The teacher	shows	the inkstand.
She	takes	the pointer.
John	cleans	the blackboard.
The ink	soils	the paper.
We all	write	letters.
	Bring	flowers to-morrow.

1. Mention the verbs in these sentences. 2. Which of them express an action that you can perform? 3. Read each sentence as if there were a period after the verb. 4. What seems to be needed to make the meaning complete? 5. In each sentence there is a word that shows what is affected by the action. Tell what it is. 6. Who *opens*, *closes*, *cleans*, *etc.*? 7. What does he or she *open*, *close*, *take*, *lift*, *etc.*?

Some verbs need a word to complete the meaning, and to show what the action affects, or what receives the action.

Such verbs are called **transitive** verbs, and the word that completes the meaning is called the **complement** or **object** of the verb.

Ring the bells!	Fire the guns!	Hoist the flags!
Beat the drums!	Cheer the soldiers!	Shout and sing!

Exercise. Which of these seven verbs are *transitive?* 2. What is the *object* of each? 3. Use these verbs in sentences: *strike, swing, swim, laugh, break.* How many did you use with objects? 4. Write five sentences containing these words as objects: *corn, bicycles, houses, fish, nests.*

A transitive verb is one that has a complement that shows who or what receives the action.

LESSON CCXIII

VERBS: COPULATIVE

There are a few very common verbs that do not express action. They generally tell what things *are*, or *were*, or *will be.*

Try to tell the difference between these expressions:

Ripe cherries ——	Cherries *are* ripe.
The stormy day ——	The day *was* stormy.
Yellow gold ——	Gold *is* yellow.
The honest boys ——	The boys *were* honest.
Beautiful pictures ——	The pictures *are* beautiful.

Exercise 1. 1. Mention the adjectives in these expressions. 2. The nouns. 3. Read the expressions that *say* or *tell* or *assert* something. 4. What kind of word *must* a sentence contain? 5. What kind of words are *are, was, were, is?* 6. Read the sentences as if there were periods after the verbs. Is the meaning complete? 7. For what are the adjectives that follow the verbs used? 8. Give the subjects. 9. Give the predicates?

Springtime is welcome.	The crops were large.
The ground was fertile.	Farmers have been busy.
Hay is very fragrant.	Their barns are full.

Exercise 2. 1. Mention the adjectives in these sentences. 2. What does each describe? 3. Give the words that assert. 4. What words join or *couple* the adjective and the subject that shows what the adjective describes? Mention the *complement* of each verb; that is, the word that *completes* the predicate.

A verb that has for its complement an adjective that refers to its subject is called **a copulative** verb.

Edison *is* an inventor.	Edward VII. *was* a prince.
Coal *is* a mineral.	Every man *has been* a boy.
Washington *is* the capital.	The battle *was* a victory.

Show in what way each complement describes the subject.

Copulative verbs sometimes unite two *nouns* that are names of the same thing, one of which is the subject and the other the **complement.**

Exercise 3. *Find something interesting to say about the following. Then make sentences with these words as subjects or complements of copulative verbs.*

The sky; Longfellow; Hawaii; Rosa Bonheur's "Horse Fair"; our national hymn; the Boers; invisible; calm and still; smoking; Oklahoma.

A copulative verb is one that has a complement that describes what its subject names.

An adjective used as the complement of a copulative verb is called **a predicate adjective.**

A noun used as the complement of a copulative verb is called **a predicate noun.**

Come, Mary.	Bring your book.	Be careful.
Mary comes.	She brings her book.	She is careful.
Mary came.	She brought her book.	She was careful.

Exercise 4. *Which of these verbs is transitive? Copulative? Complete? Incomplete? How many different verbs are used? How many forms of each verb? What word is used as object? As predicate adjective?*

The Lesson on Cases of Pronouns should now be studied.

LESSON CCXIV

VERB-PHRASES

Sometimes more than one word is needed to help give the verb the meaning we wish, as:

The sky	*is*	cloudy
	was	
	will be	
This man	*has been*	a merchant.
	may be	
	might have been	

The boys	*broke*	the window.
	will break	
	have broken	
	may break	
	could break	
	might have broken	

1. Which of these verbs are copulative? 2. Which are transitive? 3. Try to tell the difference in the meaning of the six sentences. 4. Of how many words does each verb consist?

When the verb consists of several words the last one is the **principal** verb, and the others are **helping** or **auxiliary** verbs. Several words used as a verb make a **verb-phrase.** We generally speak of a verb-phrase, however, as a verb.

Exercise 1. *The following verbs will suggest things that you can talk about. Use each of them in a sentence:*

will be	may kill	may have been defeated	could have been
can go	has shot	should have spoken	have been called
can have	shall write	may have been	will have been

Exercise 2. *Select the verbs in the following sentences. Tell the subject of each. Which are transitive? Which are copula-*

tive? Point out the objects; the predicate adjectives; the predicate nouns.

1. The south wind is warm.
2. April showers bring May flowers.
3. A darker day may never dawn.
4. An honest man never breaks his promise.
5. Laziness will clothe a man in rags.
6. The September sun will have ripened the grapes.
7. Pride must have a fall.
8. A rolling stone will gather no moss.
9. Elias Howe was the inventor of the sewing-machine.
10. The motorman could have prevented the accident.
11. Here hath been dawning another blue day.
12. Daisies and buttercups are blossoming everywhere.
13. Somewhere the sun is always shining.

LESSON CCXV

Verbs: Tense Forms

Review Lessons 181, 182.

It will be seen that we have already had some practice in the use of the principal **verb forms.** This has helped us to use the *right form* in the *right place.* We have learned that verbs have one form that relates to **present** time, one that relates to **past** time, and still another that must be used with *have* or *has,* or other helping verbs. Thus we say, —

The wind *blows* now, it *blew* yesterday, and it *has blown* all the week.

These are the **principal** forms or **principal parts** of the verbs. Here are a few:

Present	*Past*	*Perfect*	*Present*	*Past*	*Perfect*
wait or waits	waited	waited	take or takes	took	taken
save or saves	saved	saved	come or comes	came	come
love or loves	loved	loved	do or does	did	done
hate or hates	hated	hated	make or makes	made	made
break or breaks	broke	broken	draw or draws	drew	drawn
see or sees	saw	seen	go or goes	went	gone

What do you notice about the past and perfect forms of the first four verbs in the list?

Most verbs are like *wait* and *save* in this respect: their *past* and *perfect* forms end in *ed*. They are called **regular verbs** for this reason.

A few verbs, perhaps two hundred in all, have **irregular** forms for the past and perfect, and so are called **irregular verbs.**

These forms give us trouble when we try to talk and write correctly, for we use one form when we ought to use the other. Thus we are tempted to say, "*done* it" for "*did* it," "*seen* it" for "*saw* it," and so on. These are among the worst mistakes we can make.

Always use the *past* form of a verb to tell what *was* done in *past* time.

Always use the *perfect* form of a verb with *has, have, had, is, was, will, be, has, been,* and other helping verbs.

Exercise. *Use the past or perfect form of some verb in filling the blanks, and give your reason:*

1. The engine —— the train.
2. Who —— broken the vase?
3. The apples were —— off by the wind.
4. He —— all the way alone.
5. I can't swim, but James —— across the river yesterday.
6. I —— him when he —— it.

LESSON CCXVI

Verbs: Number and Person Forms

In Lesson 215 how many **present** forms are given in the list of verbs? How does the second present form end?

Because this form nearly always ends in *s* we call it the

s-form of the verb. Observe how it is used in these sentences:

He *cuts* ice.	Farmers *cut* grass.
She *makes* bread.	They *make* hay.
It *feeds* the hungry.	They *give* thanks.
One *learns* easily.	**Many** *learn* slowly.

1. Mention the subjects of the verbs in the first column. 2. What is the *number* of each? 3. What form of the verb is used? 4. The subjects in the second column are of what *number*? 5. Is the *s-form* of the verb used? 6. Of what person are the *pronouns*? *Nouns* used as subjects are always of the *third* person; that is, they always represent something "spoken of."

We shall avoid many mistakes in our speech if we remember that:

The s-form of the verb should be used only with singular subjects of the third person.

This rule applies to present indicative tenses only.

Exercise. *Choose the correct form of the verbs, and give the reason for your choice.*

1. It (don't, doesn't) take long to cross the ocean.
2. My scissors (needs, need) sharpening.
3. Our troubles all (comes, come) from that source.
4. Each state (has, have) two senators.
5. Each of the states (have, has) two senators.
6. What (has, have) become of your friends?
7. Everybody (has, have) offered to help us.
8. The fragrance of flowers (fill, fills) the air.
9. (Has, have) anybody called to see me?
10. The six days' work (has, have) been done.
11. (Has, have) everybody found the place?
12. (Was, were) you invited?

LESSON CCXVII

VERBS: BE, WAS, BEEN

Review Lessons 38, 39.

The verb **be** is very irregular in its form; and, as it is used more frequently than any other verb in the language, we need to take especial pains to learn about it.

The principal parts of **be** are —

Present, **be**, *past*, **was**, *perfect*, **been.**

Other forms with subjects are —

	PRESENT		PAST	
	Singular	*Plural*	*Singular*	*Plural*
First Person	I am	We are	I was	We were
Second Person	You are	You are	You were	You were
Third Person	He is	They are	He was	They were

Learn to repeat these forms rapidly.

> ***Is* and *was* are used with *third-singular* subjects, and *are* and *were* are used with *plural* subjects.**
>
> ***Am* and *was* may be used with *I* as subject. *Was* must *never* be used with *you* as subject.**

Fill the blanks with was *or* were:

—— you where he ——?

—— he there when they ——?

There is much more to be learned about verbs and their forms and uses, but we must defer it until later in our studies.

Exercise. *Find all the verbs in Lesson 190; tell whether they are complete, transitive, or copulative; point out the subject and the complement.*

LESSON CCXVIII

ADVERBS: KINDS

In a previous lesson we learned how adjectives are used with nouns and pronouns to describe or explain. There is a kind of words used with *verbs* in much the same way.

The boys are waiting.
The boys are waiting outside.
The boys are waiting patiently.
The boys are waiting now.

1. How does the second sentence differ in meaning from the first? 2. In the third sentence, what does *patiently* show about *waiting*? 3. What does *now* show? What do *outside*, *patiently*, and *now* add to the verb?

Such words are called **adverbs** because they are used with verbs to add something to their meaning.

I. Of manner. — Walk briskly. Speak gently. Eat slowly.

1. Read the words that show what some one is to do. What are such words called? 2. What word shows *how* one is to walk? to speak? 3. What does *slowly* show? 4. Supply words to show how one may —

skate talk stand drive wait sing

A word that shows *how* anything is done is called an **adverb of manner.**

II. Of place. — Stand there. Go yonder. Move forward.

1. What shows *where* one is to stand? 2. For what is *yonder* used? *forward?* 3. Put each of the following words with the verb of a sentence to show *where:*

down out there anywhere back below

Adverbs that show *where* anything is done are **adverbs of place.**

III. Of time. — Ask now. Never despair. Come often.

When is one to ask? *When* is one to despair? What does *often* show? Use the following adverbs in sentences to show *when*:

immediately lately seldom once ever to-day

Adverbs that show *when* a thing is done are **adverbs of time.**

Exercise 1. *Read the following adverbs and note what ideas they suggest. Then use them in sentences, and tell what they show:*

yesterday there not patiently thus
foolishly often wisely afterwards promptly

IV. Of degree. — Find the adverbs in these sentences:

He sang twice. Was his singing very good? He sings too rapidly.

1. To what is *twice* added? 2. With what is *very* used? 3. How is *too* used? What kind of a word does *twice* modify or explain? 5. What is the word *good?* 6. What is *rapidly?*

This shows us that adverbs are used not only with *verbs*, but also with *adjectives* and *adverbs*, to affect their meaning. Such adverbs are generally called **adverbs of degree.**

Exercise 2. *What ideas are suggested by the following words? Write sentences in which these adverbs shall be added to the verb:*

formerly kindly bravely above overboard

Exercise 3. *Write five sentences about the weather using these adverbs with adjectives:*

very quite exceedingly too rather

Exercise 4. *Write five sentences about animals using these adverbs with other adverbs:*

more very too most rather

An adverb is a word used with a verb, an adjective, or another adverb, to modify its meaning.

Exercise 5. *Find adverbs in these sentences:*

1. The shops have been closed lately.
2. Sailors watch the heavens eagerly.
3. The story was told well.
4. The lazy man rarely succeeds.
5. Come here immediately.

Exercise 6. *Write five sentences about your lessons using these adverbs:*

easily quickly never sometimes somewhat

LESSON CCXIX

ADVERBS: COMPARISON

true	quiet	sad
truly	quietly	sadly

1. Which of these words may be adjectives? 2. Which adverbs? 3. How do their forms differ?

Many adverbs are made by adding *ly* to the adjective form.

4. Compare *true, quiet, sad.* 5. Name the degree of comparison. 6. Why do we compare adjectives?

Sometimes we wish also to **compare** adverbs. The comparison of adverbs is very similar to that of adjectives. As:

soon, sooner, soonest; late, later, latest.

Most adverbs of two or more syllables do not change their form to show the degrees of comparison. We use the word

more with the simple form to express the **comparative** degree. As: *more quickly; more peacefully.*

The word *most* is added to the simple form of the adverb to express the **superlative** degree. As:

most quickly; most peacefully.

Sometimes adverbs show degrees of comparison by entirely different words. As:

Positive.	Comparative.	Superlative.
well	better	best
badly	worse	worst
much	more	most

Exercise 1. *Make an adjective from each of these nouns:*

comfort	hunger	pain	remark	day
courage	beauty	air	honor	duty

Exercise 2. *Make adverbs from the adjectives just formed when possible. What ideas do they suggest? Write sentences using these adverbs.*

Exercise 3. *In the following sentences find the adverbs. Tell what each modifies. Name the kind. Tell of what degree each is.*

1. They went away later.
2. The children played happily.
3. We should speak the truth always.
4. The boy threw the ball swiftly.
5. The stars shine brightly overhead.
6. Children, write more carefully.
7. The people were most curiously dressed.
8. He acted worse than usual.
9. We worked very industriously
10. He was somewhat frightened.
11. The teacher explained it quite fully.
12. I will help you very soon.
13. The peaches were rather small.
14. The audience became extremely restless.
15. He was too small to do it very well.

Exercise 4. *Mention all the adverbs in Lesson 170.*

LESSON CCXX

Prepositions

1. Take a book and a pencil. Place the pencil — *on* the book; *against* the book; *beside* the book; *below* it; *in* the book; *under* the book; *before* it; *above* it; *over* it; *behind* it; *upon* it.

2. Move the pencil — *toward* the book; *from* the book; *over* the book; *to* the book; *around* the book; *with* it; *without* it.

3. How many times have you changed the position of the pencil with reference to the book? 4. Mention the words that show the different relations of the pencil to the book.

Words like *to*, *from*, *after*, *on*, *in*, *by*, are used with nouns or pronouns to show the **relation** of things to each other. They are called **Prepositions.**

Exercise 1. *Find the prepositions in these expressions, and tell between what they show the relation:*

a room in a hotel	money for the poor
houses on the hill	people from Europe
trees by the river	the family of the king

Phrases. — Such expressions as "for the poor" are **phrases** made up of a preposition and a noun.

A **pronoun** may also be used with a preposition to make a phrase. As:

before *me*, with *him*, for *her*, to *them*, without *us*.

Exercise 2. *Supply prepositions in the following sentences:*

He is a man —— great strength.	Trees grow —— the river.
Christmas comes —— December.	Birds fly —— the air.
Snow fell —— the night.	She went —— the city —— me.

Exercise 3. *Tell with what each preposition is used, and between what it shows the relation.*

Exercise 4. *Find all the prepositions in Lesson 64. Give the phrases of which they are a part. Tell the words with which the phrases are used.*

A noun or pronoun used with a preposition to make a phrase is called the **object** of the preposition.

A preposition is a word that shows the relation of its object to some other word.

LESSON CCXXI

Uses of Prepositional Phrases

A *powerful* man.	A man *of power.*
A *worthless* book.	A book *without worth.*

1. What is the word powerful? 2. Why do you think so? 3. What is *of power* called? 4. What does it mean? 5. How is *worthless* used? 6. What does the phrase *without worth* do for the noun *book*? 7. How do the phrases and adjectives differ in the way they are used?

Prepositional phrases may be used like **adjectives** in describing.

Exercise 1. *Read the adjectives and the phrases used like adjectives, and tell what they describe:*

French prunes	thorny bushes	foreign lands
prunes *from France*	bushes with thorns	lands over sea
wooden boats	juvenile books	domestic cares
boats *of wood*	books for children	cares at home

Exercise 2. *Change the following adjectives into phrases, and use them in sentences:*

Chinese	important	marshy	skilled
colorless	interesting	native	American
naval	common	military	unusual

1. What is an adverb? 2. How does it help the verb? 3. What does it usually tell? 4. Change the underlined adverbs to phrases:

Look *carefully*. We pay *yearly*. They came *here*.

5. Is the meaning of the sentences changed? 6. With what words are the phrases used? 7. What do they do for the verbs? 8. What does each phrase show?

Prepositional phrases may be used like **adverbs** to show how, when, or where.

Exercise 3. *Point out adverbs and phrases, and tell what they show:*

Go silently.	Stand here.	Return in haste.
Go without speaking.	Stand on this spot.	Return hastily.
Come now.	Write carefully.	Start on time.
Come at this instant.	Write with care.	Start promptly.

Exercise 4. *Select the phrases, and tell whether they are used like adjectives or like adverbs.*

1. They live in the city.
2. I like a dog with spots.
3. Shall you journey by night?
4. Bring cord without knots.
5. Bats fly in the night.
6. Step with great care.
7. Take a sail down the river.
8. Go through the orchard.
9. Through the forest rushed the tireless wind.
10. By the river stood an old mill.

A phrase is a group of words having no subject or predicate, used like a single word.

Study at this point the Lesson on Mistakes in using Pronouns.

LESSON CCXXII

Conjunctions: Words that Connect

The sun had set. The stars came out.

Let us try joining or combining these two sentences into one:

The sun had set, *and* the stars came out.
The sun had set, *but* the stars came out.
The sun had set, *for* the stars came out.

Or we may add to one sentence part of another:

The moon appears. The stars appear.
The moon *and* the stars appear.

Connecting words like *and*, *but*, *for*, are called **Conjunctions.**

Punctuation.— Two or more simple sentences written together as a compound sentence are generally separated by commas. Between long sentences that are united a semicolon is often used.

Exercise 1. *Combine each pair of short sentences into a single longer one. Use as few words as possible. Be sure that the two sentences are joined in a sensible way.*

1. Summer has gone. Autumn has come.
2. Gold is a precious metal. Silver is a precious metal.
3. Glass is brittle. Glass is transparent.
4. Cotton grows in Egypt. Cotton grows in India.
5. We went hunting. We did not get anything.
6. I know that the wind blows. I see the trees bend.
7. Turtles live on the land. Turtles live in the water.
8. There is no lead in lead pencils. Pencils are made of graphite.
9. A tint is produced by mixing white with a color. A shade is made by mixing black with a color.
10. The arteries carry the blood from the heart. The veins carry the blood to the heart.

Exercise 2. *Use the following conjunctions in sentences:*

and but or because if although

Exercise 3. *Find sentences in your reader in which these conjunctions are used.*

Conjunctions are words used to connect sentences, or parts of sentences.

Either is used with *or*, and *neither* with *nor*. As in:

Either hope *or* fear influenced her.

I have *neither* seen my friend *nor* heard from him.

LESSON CCXXIII

INTERJECTIONS: WORDS THAT SHOW FEELING

Oh	pooh	hush
hurrah	eh	bang
alas	hello	bow-wow

1. Which of these words express wonder, joy, sadness, or disgust? 2. Which is a question? 3. Which are commands? 4. Which imitate noises? 5. Explain the meaning of each of the words.

Words used alone to express feeling, or to imitate sounds are interjections.

When interjections are used with much force an exclamation-mark should follow.

Exercise. *Use these words with sentences that will explain their meaning:*

Ah bah whoa ba-a-a ahoy ha-ha

LESSON CCXXIV

Review: The Parts of Speech

All the many thousands of words in our language may be divided into eight kinds or **Eight Parts of Speech.**

Nouns are words used as *names.*

Verbs are words used to *assert.*

Pronouns are words used *instead of nouns.*

Adjectives are words used to *describe* persons or things, or to limit nouns.

Adverbs are words used with verbs, adjectives or other adverbs, to modify their meaning.

Prepositions are words used to *show the relation* of their objects to some other word.

Conjunctions are words used to *connect* sentences, or parts of sentences.

Interjections are words used alone to *express feeling* or to *imitate sounds.*

LESSON CCXXV

Clauses: Used Like Adjectives

Follow the *starry* flag.
Follow the flag *with the stars.*
Follow the flag *that has the stars.*

1. What adjective describes the flag in the first sentence?
2. What does the phrase *with the stars* describe?
3. How is the flag described in the third sentence?
4. Do the sentences differ in meaning?

The third sentence has two distinct parts, *Follow the flag* and *that has the stars.* The first has complete meaning when used alone. It is called an **independent clause.**

The expression *that has the stars* does the work of the adjective *starry.* It contains the subject *that* and the predicate *has the stars.* It is called a **dependent clause.**

Should you call the following *sentences* or only *parts* of sentences? Why?

—— which were raised in Georgia.
—— that arrived in the midnight train.
—— who enlisted at the age of fifteen.
—— which were made in Japan.

Give the verbs in these clauses. What pronoun is used as the subject of each? Use these clauses in complete sentences.

Some clauses have the use of **adjectives.**

LESSON CCXXVI

Clauses: Used Like Adverbs

Begin work *instantly.*
Begin work *without any delay.*
Begin work *before a moment passes.*

1. How do these sentences differ in *meaning?* 2. What expressions in them are alike in meaning? 3. Try to tell how they differ in *form.* 4. *When* are you to *begin work?* 5. What part of speech tells *when* something is to be done? 6. What two words in the sentence make an independent clause?

The expression *before a moment passes* does the work of the adverb *instantly.* But it contains the subject *moment* and the predicate *passes.* It is called a **dependent** *clause.*

Are these *sentences* or only *parts* of sentences?

—— because he asked me.
—— after he had started.
—— while he read.
If I had known ——.
—— where the strawberries grow.

Which tells *why? where? when?* Use each clause in a sentence.

Some clauses are used like **adverbs.**

LESSON CCXXVII

Clauses Used like Nouns

Tell *the truth.*	I know *the author of the book.*
Tell *what is true.*	I know *who wrote the book.*

1. Give the difference in meaning between the first two sentences. 2. What expression in the fourth sentence means *author?* 3. Mention the verbs in the second sentence. In the fourth.

The expression *what is true* is used just like the noun *truth* as the object of the verb, to show *what* we are to tell. So, too, *who wrote the book* tells *what* I know, and is the object of the transitive verb. But each of these expressions contains a subject and a verb, and is called a **dependent clause.**

Some clauses are used like **nouns.**

Exercise 1. *Tell whether these clauses are used like adjectives, adverbs, or nouns:*

1. I saw my friend *before the train started.*
2. The building *that was burned* was a hospital.
3. He did not believe *what I told him.*
4. The steamer will sail *when the tide rises.*
5. *After the sun had set* the stars came out.
6. What is the last state *which was admitted to the Union?*
7. He saves *what he earns.*
8. Can you tell *who invented the cotton-gin?*

A Dependent clause is a part of a sentence. It has a subject and a predicate, and is used like an adjective, an adverb, or a noun.

An Adjective clause is one used like an adjective.

An Adverb clause is one used like an adverb.

A Noun clause is one used like a noun.

A Complex sentence is a sentence which contains one or more dependent clauses.

Exercise 2. *Select the clauses in these sentences, and tell how each one is used:*

1. Do you know how the beaver builds his dam?
2. The sailors sang while the storm raged.
3. As the veterans passed the crowds cheered.
4. Tell me who wrote "The Vision of Sir Launfal."
5. We entered the little stone cottage that was to be our home for six years.
6. I can't tell what's my name or who I am!
7. They had now reached the road which turns off to Sleepy Hollow.
8. Those who toil bravely are strongest.
9. Nouns and verbs are the bones and muscles of language that give it form and strength.
10. Sin has many tools, but a lie is a handle which fits them all.

LESSON CCXXVIII

Some Common Abbreviations

Used to Denote Time

inst.	the present month	A.M.	before noon
ult.	the last month	P.M.	after noon
prox.	the next month	B.C.	before Christ
M.	noon	A.D.	in the year of our Lord

Titles used before a Name

Mr.	Mister	Rev.	Reverend	Gen.	General
Messrs.	Messieurs	Hon.	Honorable	Col.	Colonel
Mrs.	Mistress (pron. Missess.)	Prof.	Professor	Maj.	Major
		Pres.	President	Capt.	Captain
Dr.	Doctor	Gov.	Governor	Lieut.	Lieutenant

Titles used after a Name

LL.D.	Doctor of Laws	Esq.	Esquire
D.D.	Doctor of Divinity	Supt.	Superintendent
Ph.D.	Doctor of Philosophy	Sec.	Secretary
M.D.	Doctor of Medicine	Treas.	Treasurer
A.M.	Master of Arts	Sr.	Senior
A.B.	Bachelor of Arts	Jr.	Junior
M.C.	Member of Congress	P.M.	Post-Master

Common Names

Benj.	Benjamin	Fred.	Frederick	Sam.	Samuel
Chas.	Charles	Geo.	George	Theo.	Theodore
Dan.	Daniel	Jas.	James	Thos.	Thomas
Edw.	Edward	Jos.	Joseph	Wm.	William

Miscellaneous

Anon.	Anonymous	e.g.	for example
Ave.	Avenue	etc.	and the rest
Chap.	Chapter	i.e.	that is
Co.	County or Company	N.B.	Take Notice
Do.	the same	No.	Number
p., pp.	page, pages	viz.	namely
P. O.	Post-Office	vol.	volume
P. S.	Postscript	vs.	against
St.	Street or Saint	&c.	and so forth

In marking errors in written exercises these signs may be used:

c under either a small letter or a capital. — The other form should be used.

s under a word. — The spelling is wrong.

X a cross between two words. — Begin a new sentence.

/ this line drawn through a letter or mark, means that it is wrong.

∧ the cāret. — Something is wanting, a letter, a word, or a mark, which may be written in the margin.

[ ] brackets inclosing words. — The words should be omitted in copying.

¶ *or* No ¶ these signs mean begin or do not begin a new paragraph.

leave more space between words or sentences.

C at the beginning. Exercise poorly written. Copy it.

LESSON CCXXIX

Capitals and Punctuation

(For Reference)

I. RULES FOR THE USE OF CAPITALS, ETC.

A **Capital Letter** should be used to begin —

1. Every sentence.
2. Every complete line of poetry.
3. Every direct quotation.
4. All proper nouns; all words made from them; and all abbreviations of them.
5. The principal words in titles of books, and for —
6. The words I and O.

Italics [*Italic letters*] are used in printing, for —

1. A word that is very emphatic.
2. Short titles of books; names of ships, etc.

In writing, we should underline such words or titles.

II. RULES FOR PUNCTUATION

The Period [.] must be used after —
Every complete sentence that is not a question nor an exclamation.
All abbreviations or initial letters.

The **Question-mark [?]** must be used after —
Every complete question.

The **Exclamation-point [!]** must be used after —
Every expression that is very exclamatory.

The **Comma [,]** must be used to separate from the rest of the sentence —
The name of the person spoken to.
A direct quotation, or each of the parts of one if it is divided.

The **Comma** must also be used to separate —
Words and expressions of the same kind in a series.
The parts of a compound sentence when the conjunction is omitted. If the sentence is long, the **Semicolon [;]** may be used.

The **Apostrophe [']** must be used to denote —
Possession.
The omission of letters in contracted words.
The plurals of letters, figures, and signs.

Quotation-marks [" "] must be used to inclose —
Every direct quotation, or each of the parts into which it is divided.
The title of a book or periodical, if the title is long.

The **Hyphen [-]** must be used to separate —
The parts of some compound words.
The syllables of a word written on different lines.

See how the **Dash [—]** and the **Colon [:]** are used in this book.

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